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A PRELIMINARY EVALUATION OF THE PROTOTYPE TACTICAL
COMPUTERIZED INTERACTIVE DISPLAY

Diane K. Mitchell
Kragg P. Kysor

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liquid crystal display (LCD)

readability
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interactive display (TACID)
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Diane K. Mitchell
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January 1992

APPROVED

A handwritten signature in dark ink, appearing to read "John D. Weisz", is written over a horizontal line.

JOHN D. WEISZ
Director
Human Engineering Laboratory

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U.S. ARMY HUMAN ENGINEERING LABORATORY
Aberdeen Proving Ground, Maryland

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EXECUTIVE SUMMARY

In June 1990, the U.S. Army Human Engineering Laboratory (HEL) conducted a preliminary evaluation of a prototype computer device called the tactical computerized interactive display (TACID). The objective of this preliminary investigation was to identify human factors evaluation issues related to the TACID liquid crystal display (LCD) and message software.

A practical method of user interface evaluation (Johnson, Clegg, & Ravden, 1989) was used to evaluate the TACID. During Phase 1 of the evaluation, a system designer evaluated the TACID display and software using checklists from DOD-HDBK-761 (DoD, 1985). Four HEL researchers, who were taught to use the TACID, noted the general readability of the LCD display as well as human factors problems associated with the software. During Phase 2 of the study, the performance of 27 West Virginia Army National Guardsmen was recorded on video tape as they performed relatively simple military communications tasks using the TACID. Finally, during Phase 3, the operators were asked to complete questionnaires about the TACID training they had received and their operational experience with the device.

In most cases, the software used on the TACID was consistent with DOD-HBK-761 (DoD, 1985). The subjects had no problems reading the LCD display, and they only had a few problems with the TACID message software.

A PRELIMINARY EVALUATION OF THE PROTOTYPE TACTICAL COMPUTERIZED INTERACTIVE DISPLAY

INTRODUCTION

As part of the Army Materiel Command (AMC) D650 foreign technology evaluation program, the U.S. Army Human Engineering Laboratory (HEL) acquired a small, high resolution, liquid crystal display (LCD) manufactured by Japan. Blazie Engineering of Street, Maryland, an HEL contractor, integrated this display into a prototype computer device called the tactical computerized interactive display (TACID). The TACID is a small, rugged computer system, based on an International Business Machines (IBM) personal computer (PC). Human interaction with the TACID is accomplished through the use of three buttons and a track ball, which are integral to the device, or a keyboard which may be plugged into the device. The TACID's output is displayed on the Japanese LCD (see Figures 1 through 3).

The U.S. Army is developing a number of automated command and control systems, which are intended to improve the coordination and responsiveness of the various combat arms of the Army in a wide variety of threat environments and tactical situations. The maneuver control system (MCS), a part of the Army tactical command and control system (ATCCS) which will serve the infantry and tank-equipped forces, is currently designed to serve corps through brigade echelons. Since the portability standard is 35 pounds (DoD, 1983) and the portable computer unit (PCU) of the ATCCS weighs 55 pounds, it is too bulky, heavy, and difficult for lower maneuver echelons to use. This creates a need for a small, rugged computer capable of running software that will allow company level maneuver elements to communicate with MCS and other ATCCS command and control systems. In addition, this lower echelon computer must be able to survive the harsh environment of military tracked vehicles. The TACID was designed to satisfy both these requirements. It is capable of running MCS-formatted messages, and the LCD display is more likely than a fragile cathode ray tube (CRT) to survive in a tracked vehicle. Seeing the potential of such a computer device with its relatively large and high resolution display, HEL conducted a preliminary evaluation of the prototype TACID in June 1990. The objective of this evaluation was to identify human factors engineering (HFE) issues related to the system's LCD display and message software.

METHOD

Subjects

Twenty-seven West Virginia Army National Guardsmen (all male) participated as potential users in the TACID evaluation. They were all military occupational specialty (MOS) 13-B (field artillery), which was not as desirable as soldiers trained in infantry or armor, but did ensure combat arms experience and exposure to maneuver operations.

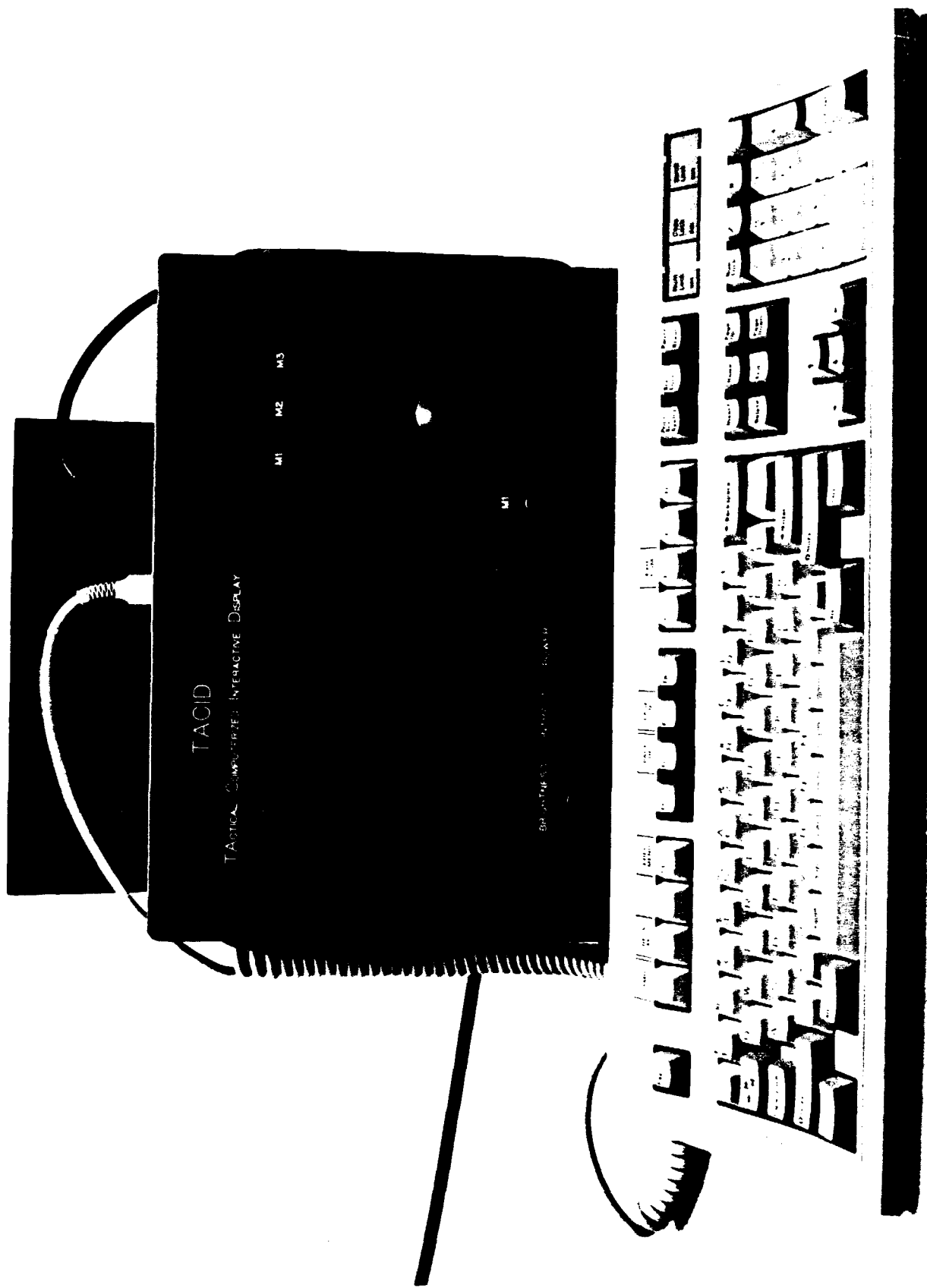


Figure 1. TACID device with PC-type interchangeable keyboard (front view).

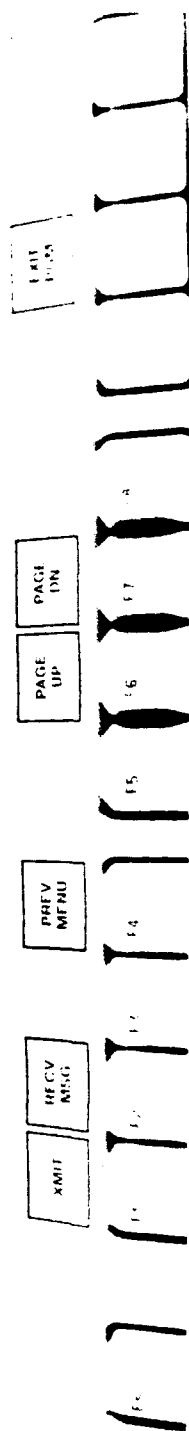
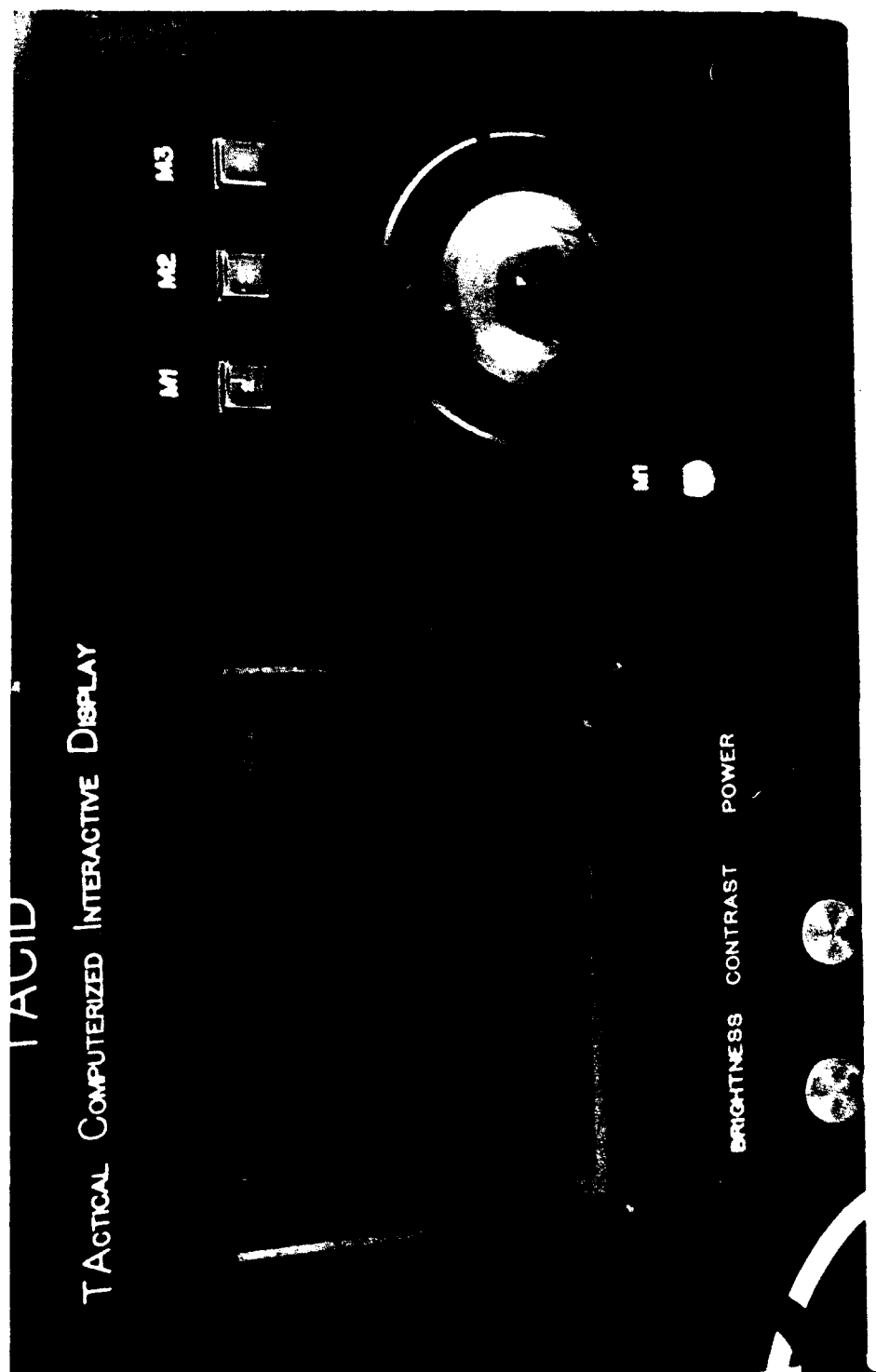


Figure 2. TACID device showing configuration of LCD display, controls, indicator lights, selector buttons, and trackball. (Also shown is the top portion of a PC-type keyboard with a horizontal arrangement of programmable function keys labeled to designate their programmed functions.)

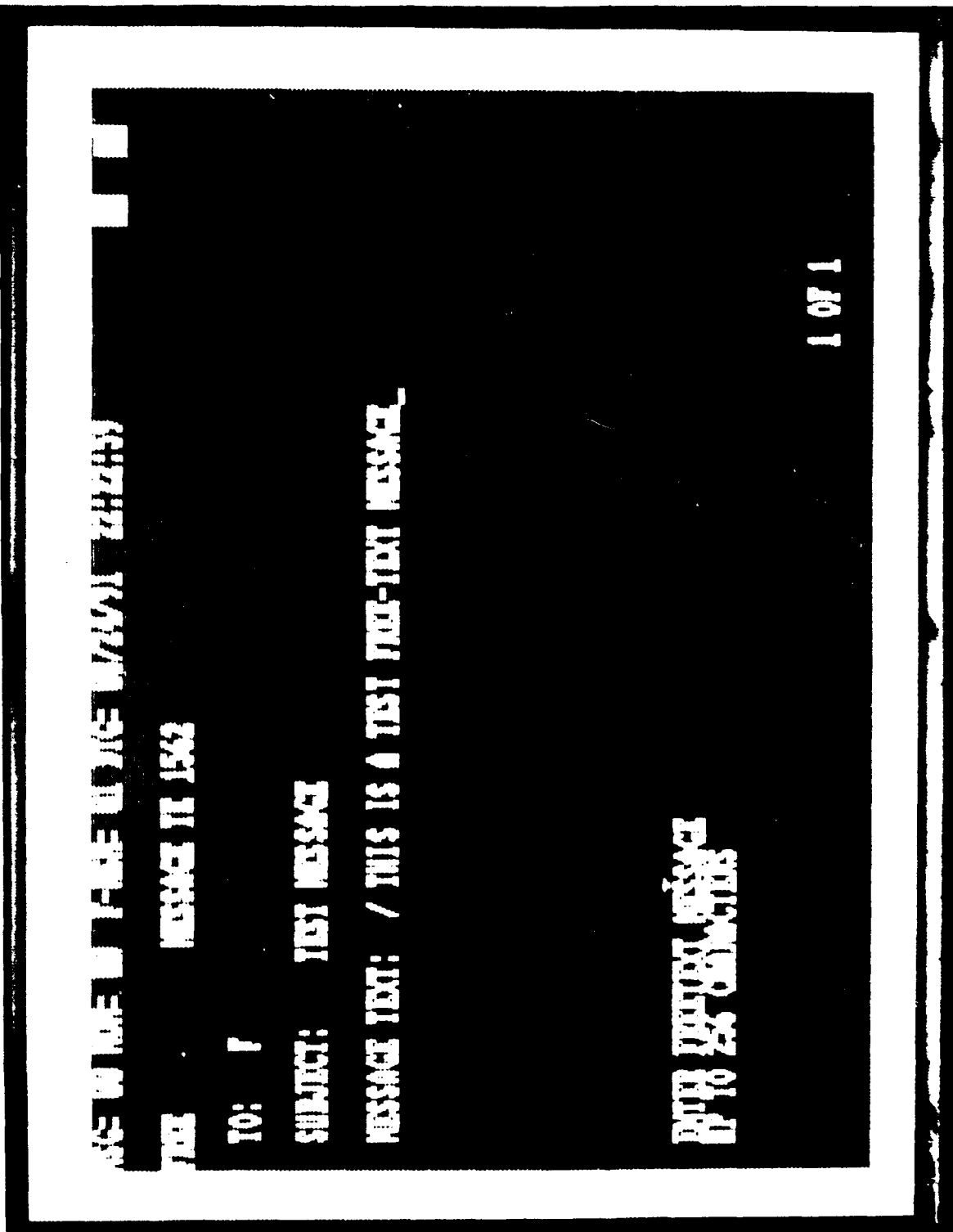


Figure 3. TACID LCD screen showing alphanumeric characters used to display prototype military tactical message data. (Only upper case letters were used to maximize the legibility of the relatively small scaled text and screen size.)

Apparatus

The piece of equipment that was the main subject of this effort is the TACID. The TACID is a locally fabricated computer system, based on an IBM PC. Two 3.5-inch disk drives are mounted in the right side of the TACID. The entire system is housed in a metal case, 34 by 24 by 10 centimeters, weighing 6.8 kilograms. Data can be input with a trackball or a keyboard. However, the software used for this study only allowed the keyboard to be used. Data output is achieved through an LCD display. The LCD is an Hitachi, 6.3-inch diagonal flat panel display. The flat panel is a high definition thin film transistor (tft) with eight colors and no gray scale. It has 200 x 640 pixels and is 24 lines by 80 characters wide. This LCD was one of the largest color LCDs commercially available at the time of the study in 1990.

For this exercise, the TACID operated using Microsoft disk operating system (MS-DOS), with an HEL written tactical command and control applications program, that is, the company commander's battlefield communication system (CCBCS) software (Thomas, Schroeder, Tyrol, & Marsh, 1989).

Additional equipment included an unmodified IBM PC running the same software to act as a stimulator for the TACID. Checklists from DOD-HDBK-761 (DoD, 1985) were used to evaluate the TACID and its software.

Video recording of typical military user's performance was done on tape using a 1/2-inch video home system (VHS) format video cassette recorder Panasonic model WV-8500. A tripod-mounted color charge-coupled device (CCD) camera, Panasonic model WV-CL304 with a zoom lens, was used initially. This camera, positioned at an angled distance approximately 5 feet behind and above the TACID operator's left shoulder, viewed the screen display and the operator's hands on the keyboard. The arrangement was not entirely satisfactory, however, because the camera angle often resulted in the operator's hand blocking the view of the key that he was pressing. Subsequently, the problem was virtually eliminated by the use of an overhead-mounted color CCD micro-camera, Panasonic model GP-CD1. This extremely small and lightweight camera was mounted directly above the keyboard so that it looked down at both the display and the unobstructed view of the operator's fingers pressing the individual keys. A 13-inch diagonal color video monitor, Panasonic model BT-S1300N, was used to adjust the camera's field of view. An electret type microphone was located between the military user and the researcher to record their conversation on the video cassette audio track.

PROCEDURE

A practical method of user interface evaluation (Johnson, Clegg, & Ravden, 1989) was used in the evaluation of the TACID system. Their method emphasized "the conduct of realistic tasks with an interactive system and the subsequent systematic elicitation of end users' and designers' reactions to the interface using a criterion-based evaluation checklist" (p. 255). Consequently, this study conceived of the various human factors evaluation approaches as different "phases" of analysis representing (a) the developers' point of view, (b) the objective performance of the end user interacting with the system, and (c) the subjective reactions of the end users to the system.

During Phase 1 of the evaluation, the TACID display and software were evaluated by HEL system designers. During Phase 2 of the study, the performance of representative operators was recorded on video tape as they performed relatively simple military communications tasks using the TACID interacting

with a simulated system. Finally, during Phase 3, the operator was asked to complete a questionnaire regarding the training he was given about the TACID and his operational experience with the device.

Phase 1. Developers' Evaluation

Four HEL researchers were taught to use the TACID to transmit and receive relatively unstructured text, that is, "FREE TEXT" messages. The researchers noted the general readability of the LCD display as well as human factors problems associated with the CCBCS software. The software designer then implemented the suggested software changes. The LCD, being manufactured commercially by a foreign manufacturer, was in a relatively hardened technological state and therefore was not amenable to modification by local developers. However, since the participating researchers observed that the LCD was generally readable, no changes in the prototype LCD were felt to be mandatory.

Next, one HEL developer compared the revised CCBCS software and the TACID LCD to human engineering guidelines provided in DOD-HDBK-761 (DoD, 1985). This handbook contains checklists for evaluating management information systems for design characteristics, dialogue and display, language considerations, working in the file, forms, training, keyboard and input devices, screens and printers and work stations. These checklists were used by the developer for evaluating the TACID and the CCBCS software. Sample checklists are provided in Appendix A.

Phase 2. End User's Performance (Video Recording)

Twenty-seven West Virginia Army National Guardsmen, howitzer crew members, used the TACID to transmit and receive FREE TEXT messages. This data-processing task was selected because a howitzer crew in combat would be most likely to use the TACID to communicate with its battalion headquarters. Therefore, the task represents a realistic and a practical use for the TACID in the field.

The crew member subjects were trained in the concept and operation of the TACID and its CCBCS software. This "hands-on" training involved the test crew member who sat in front of the TACID and communicated by a direct wire connection to a second, commercial, personal computer (PC) operated by the trainer. The operator was seated in a chair in front of the TACID. He could move the chair closer to or farther from the TACID to obtain the viewing distance he liked best. This procedure is consistent with field scenarios. The CCBCS software allowed the TACID and PC to interact. The TACID operator was taught to compose, transmit, and receive a FREE TEXT message. The training booklet is provided in Appendix B.

During the test sessions, each subject spent 30 minutes responding to a set of prepared test messages (see Appendix C), for example, "How many HE do you have left?". The TACID operator was required to read the question, compose a reasonable answer, and transmit his answer to the evaluator. All the test sessions were videotaped. After all the test sessions were completed, the video tapes were reviewed to identify human factors problems associated with the TACID or CCBCS software. Specifically, the reviewers looked for any comments the subjects made regarding the readability of the LCD since it was smaller than standard computer displays. The reviewers also looked for software commands where the TACID operators frequently made errors.

Phase 3. End Users' Evaluations (Questionnaire)

At the end of the test session, the TACID operator was asked to complete a questionnaire. The questionnaire form is provided in Appendix C. Paralleling the identification of human factors problems from the objective performances on the videotapes, the reviewers looked for the subjective impressions and reactions, expressed on the questionnaire form that the TACID operators had with the LCD screen displays or their operator interactions with the CCBCS software.

RESULTS AND DISCUSSION

Phase 1. Developer's Evaluation

All four HEL researchers reported that they had no problems with the readability of the TACID display. They suggested a couple of minor changes be made in the CCBCS software. As a result of their suggestions, "RECEIVED MESSAGES" was eliminated as a selectable option in the main menu. Since there already was a RECEIVED MESSAGES function key, it was redundant to duplicate this option in the main menu. Extraneous characters, which the researchers noticed on some of the screens, were also removed.

The developer, evaluating the LCD by checklists from DOD-HDBK-761 (DoD, 1985) found no HFE problems with it. The primary HFE problems with CCBCS software identified by the checklists are listed below by checklist category. The checklists completed by the developer are provided in Appendix A.

A. Interactive Dialogue and Display

One of the screen displays was not formatted consistently with all the others. That is, while most of the screens show the command lines starting at the bottom left of the display, the RECEIVED MESSAGES screen has a command line across the top of the display. This screen needs to be made the same as the others to conform to the user's expectancy of where command type information is to be.

Appropriate user feedback needs to be added for situations when the user incorrectly tries to use a function key. For example, the RECEIVED MESSAGES function key is usually used to read a new RECEIVED MESSAGE. When editing a RECEIVED MESSAGE, however, the user cannot use this button to read a new message. This occurs because the RECEIVED MESSAGES subroutine does not automatically allow access to the most recently updated message file. To read the new message(s), the user must exit his current working RECEIVED MESSAGES file by pressing the function button F4 to leave his older RECEIVED MESSAGES file and gain access to the newer RECEIVED MESSAGES file through a PREVIOUS MENU screen that displays the list of the most current RECEIVED MESSAGES. A suggested solution is to provide the user with a prompt such as: "To receive a new message list, press the function key F4 (Previous Menu) to see the newest message list." The majority of the screens (MAIN MENU, CREATE A TACTICAL MESSAGE, EDIT, AND RECEIVE MESSAGES) do not contain any directions to assist the user. Therefore, it is suggested that "user directions" be added to these screens. These directions should precede the list of choices and guide the user with next steps or alternate choices.

Although human engineering guidelines recommend using a box or block type cursor, the CCBCS's cursor is a line. In this case, the line may be preferable since a box is already being used on the TACID display to indi-

cate that a message has been received. Therefore, if a box were also used for the cursor, the cursor would look too similar to the RECEIVED MESSAGES indicator. According to the HFE guidelines, the cursor could be made more visible if its blink rate were increased from one flash per second to at least three flashes per second. However, none of the users in Phase II reported any difficulty identifying the cursor.

The text appears on the TACID's display in all capitals. According to the HFE guidelines, the user would probably find the text more readable if it were changed to both upper and lower case font.

B. Language Considerations

The TACID's CCBCS software contains no HELP screens. These need to be added so that the user can request help at any time to determine what commands are permitted.

C. Working in the File

The data entry steps for the CREATE A MESSAGE procedure are not consistent with the steps for editing a message. When a FREE TEXT message is created for the first time, the software automatically advances to the next line to be completed. However, when a message is edited, the software automatically returns to line 1 after each change. One of these procedures should be changed so the two will be consistent.

The system should be designed so that the user does not have to be familiar with its internal retrieval and storage mechanisms. The edit routine for RECEIVED MESSAGES violates this rule. If the user is editing a RECEIVED MESSAGE and s/he receives a new message, s/he cannot retrieve the new message by pressing the RECEIVED MESSAGES function key. If the user is familiar with internal retrieval, s/he would understand that this occurs because he is already in the RECEIVED MESSAGES subroutine. To solve this problem a prompt, "Already in RECEIVED MESSAGES, hit F4 (previous menu) to receive message", should appear.

Guidance information should be presented in the same location on the screen. When the user creates or edits a FREE TEXT message, the prompts, indicating the number of characters allotted to each field, appear at the top rather than the bottom of the screen. For consistency, these prompts should be moved to the bottom of the screen.

The TACID's CCBCS software provides the user with few error messages or prompts. When the system rejects a user input, the user should be provided with a message indicating why the input was rejected. The software should also provide the user with messages specifying the actions necessary to correct an error.

D. Training

The training program was designed for users who had some previous computer experience. Since most lower echelon military users are not likely to have keyboard proficiency, it is desirable to design a second training program for less experienced users. Also, the training manual did not contain an overview of the system. A few introductory paragraphs describing the system with its capabilities and limitations should be added.

E. Screens and Printers

Human factor guidelines recommend that characters on a display be at least 5 x 7 pixels. Since proportional spacing was used for the characters displayed on the TACID, some of the letters (e.g., "I") were not 5 x 7. Although none of the HEL researchers or military personnel using the TACID reported any difficulty reading the text, future testing of the TACID might include a comparison of proportionally spaced text to uniformly spaced (5 x 7) text.

The majority of lines displayed on the TACID screen have sufficient space between the lines. However, several of the prompts, which appear at the bottom of the screen, and some of the FREE TEXT lines are juxtaposed with no space between the lines. More spacing needs to be allotted between these lines. At least one line of pixel space should be used to improve the legibility in these cases.

Human factors guidelines recommend a 12-inch diagonal screen. Although the TACID's LCD is only 6 inches, it is one of the largest color LCDs commercially available, and none of the subjects participating in the study reported any difficulties reading it.

Phase 2. End User's Performance (Video Data Analysis)

The video tapes of the subjects operating the TACID were reviewed to see what errors were made, which commands caused problems, and if there were any LCD readability problems.

For the test of readability, the subjects were asked to read a line of characters appearing across the top of the LCD display. All the subjects were able to read the characters, although some of them complained that the character string appeared too close to the top of the TACID screen.

Most of the subjects had very few problems operating the TACID. The subjects who were better typists found it easier to enter the message text than slower typists did. In addition, several consistent problem areas were identified with the function keys, the editing routine, the key repeat function, and the RECEIVED MESSAGES queue.

All the subjects experienced difficulty remembering which function key to use to obtain the latest RECEIVED MESSAGES list after editing an older message. When a message is sent to the TACID, the operator, if s/he is viewing the MAIN MENU screen, presses the RECEIVED MESSAGE function key to display the RECEIVED MESSAGES list. S/he then presses the ENTER key to display the RECEIVED MESSAGES text. S/he can compose a reply to this RECEIVED MESSAGES either by (a) exiting the RECEIVED MESSAGES sub-routine and creating a whole new message or (b) by remaining in RECEIVED MESSAGES subroutine and editing the message s/he has just received. All the subjects chose to edit the RECEIVED MESSAGES. After they had finished editing the message, they transmitted it to the evaluator's PC. Next, the evaluator sent them another message. Since the subject was still in the older RECEIVED MESSAGES edit routine, he needed to use the PREVIOUS MENU function key to see the evaluator's latest message identified in the most recent RECEIVED MESSAGES list. Most of the subjects mistakenly tried to use the RECEIVED MESSAGES function key to display the RECEIVED MESSAGES list. To solve this problem, a prompt, "Use the F4 function key (PREVIOUS MENU) to display new RECEIVED MESSAGES list", should be added to the RECEIVED MESSAGES edit screen.

The subjects also experienced problems with the edit routine itself. Many of them tried to preserve existing text by using the space bar to move to an editing location where they could change some of the words without retyping the whole message. The edit routine would not let them do this. Instead, when they press the space bar, the old text was deleted. To solve this problem, the editor should either (a) allow the user to move the cursor without changing the old text or (b) delete the old text as soon as the line is selected for editing.

Subjects also had problems saving the changes they made during an editing session. The edit routine required the subject to hit ENTER after each edited line. Many of the subjects forgot to do this. Instead, they typed the changes and then pressed XMIT. As a result, they sent a blank message. One subject suggested a solution to this problem might be to add a SAVE function key to the display.

The function keys on the TACID keyboard repeated their function if they were held down too long. Some of the subjects pushed the transmit function key so hard that its function repeated. This excess force caused the message to be transmitted many times. To correct these problems, the repeat function should be disabled for the function keys.

The transmit button was labeled "XMIT." This button should probably be relabeled "TRANSMIT", since some of the subjects had trouble remembering which button to use to send a message.

All messages received by the TACID were automatically saved in a message list unless the subject deliberately hit the delete button to remove them. For this reason, the RECEIVED MESSAGES list usually contained many messages. When the subject displayed the RECEIVED MESSAGES list, he could see the number of the message, who sent it, and the time of transmission. He could not, however, see the topic of the message. Several users recommended that a topic heading be added to the message list display. The prompt, "Press the ENTER key to read message", should also be added to this screen since some of the subjects forgot how to display the message text. The prompt, "Press the PAGE DOWN button for page 2 of 2" should be added, since some subjects forgot how to display page 2 of the messages received list. Only two pages of messages could be stored.

Phase 3. End User's Evaluations (Questionnaire Analysis)

A. Demographic Data

A summary of the demographic data is provided in Table 1. All the military subjects except one reported that they had completed high school. In addition, 7 of the 27 subjects had some college education, and one subject had a college degree. A majority of the subjects (20 of 27) had previous computer experience which ranged from 2 weeks to 6 years. Also, a majority (19 of 27) had previous typing experience. However, they are not proficient typists since most of them reported that they typed only 25 or fewer words per minute. Seven of the 27 subjects had neither typing nor previous computer experience.

Table 1

**Subject's Education, Military Occupation Level and Experience, and
Typewriter and/or Computer Experience Proficiency**

Demographic data				Part I. Computer and typewriter usage					
Subject No.	Army rank	Month in MOS	Years of school	1a. Used computer?	1b. Computer type	1c. No. of years	2a. Used typewriter?	2b. No. of years	2c. Typing rate (WPM)
1.	SSG	124	12	Yes	unknown	0.1	Yes	2.0	25
2.	SPC	29	12	Yes	Apple, TI, Tandy	3.0	Yes	3.0	54
3	E-4	28	12	Yes	Apple	2.0	Yes	2.0	--
4.	E-5	96	12	Yes	FMC	0.1	Yes	0.3	20
5.	SGT	65	12	Yes	BCS, Zenith, IBM, HP	5.5	Yes	5.5	-
6.	SP4	36	12	Yes	Apple	0.1	Yes	0.1	3
7.	E-6	108	12	No	--	--	Yes	0.1	4
8.	SGT	24	12	No	--	--	No	0.0	0
9.	SGT	48	12	Yes	IBM	0.2	Yes	0.5	10
10.	SSG	116	15	Yes	PC's, BCS, HP, BUCS	5.0	Yes	10.0	25
11.	E-4	49	--	Yes	BCS, TI, Mac	6.0	Yes	5.0	--
12.	E-4	65	13	Yes	IBM, Vax	2.1	Yes	2.1	20
13.	SSG	72	16	Yes	Zenith	2.2	Yes	14.0	--
14.	E-4	24	12	Yes	Apple, IBM, VIC20	3.0	Yes	1.5	65
15.	SGT	40	12	No	--	--	No	0.0	0
16.	SSG	---	14	Yes	unknown	0.8	Yes	12.0	20
17.	E-5	69	12	Yes	Tandy	0.3	Yes	0.3	--
18.	E-4	24	12	No	--	--	No	0.0	0
19.	SSG	24	12	No	--	--	No	0.0	0
20.	E-7	144	12	No	--	--	No	0.0	0
21.	E-4	80	13	Yes	Televideo	1.0	Yes	1.0	25
22.	SPC	52	14	Yes	unknown	0.5	Yes	2.0	--
23.	E-4	56	12	Yes	IBM	0.3	No	0.0	0
24.	SP4	48	13	Yes	IBM PC	1.0	Yes	3.0	--
25.	E-6	35	12	No	--	--	No	0.0	0
26.	E-4	1	13	Yes	M1Tank, Zenith	4.5	Yes	1.0	7
27.	E-3	46	11	Yes	IBM, Apple	0.3	No	0.0	0

B. Operator Training

This part of the questionnaire gathered information about the TACID operator's training. Summaries of the data for Part 2 of the questionnaire are provided in Tables 2 and 3. Questions 1, 2, and 4 asked the subjects to report about the appropriateness of the length of training. Summarizing across these three questions, only two subjects reported that too much training had been provided. Nine people reported that the length of training was appropriate. The remainder of the subjects felt that either the training was too short (10) or felt uncertain (6) about the length of training. Since the purpose of this study was to identify human factors problems with the TACID, it was critical to see where the subjects made errors and which procedures caused these errors. Therefore, training was kept to a minimum to prevent subjects from learning to circumvent problem areas. This probably explains why ten subjects felt the training was too short. Also, the majority of these ten subjects had no prior computer or typing experience, and they would be most likely to be affected by the shortness of the training session. For future TACID testing, it is suggested that the subjects be divided into two training programs, "computer experience" and "no computer experience." Those subjects in the no-computer-experience group should receive a longer training session than those in the experienced group.

In response to statements 3 and 5, the subjects reported about the words and instructions used during training. The majority of the subjects (20 of 27) understood all the words used during training and thought the training instructions were not confusing (25 of 27). However, three of the inexperienced computer users reported that they did not understand all the words. Two of these subjects also reported that the instructions were confusing. Once again, this demonstrates the need for a separate training program for novice computer users. This program should include definitions of all the computer terminology used so the training instructions will not be confusing to the trainees.

A majority of the subjects (25 of 27) agreed with statement 6 that the equipment was easy to operate. This majority includes six of the seven inexperienced computer users. Also, the majority (18 of 27) disagreed with statement 7 which said that the equipment was too complex to learn in the time allowed. Most of the subjects (17 of 27) thought that they could now operate the TACID. However, five of the seven subjects with no prior computer experience were either uncertain or did not think they could operate the TACID. Since they had agreed that the equipment itself was easy to operate, they probably did not think they could operate the equipment because of the shortness of their training sessions. Surprisingly, the subject with the most experience (6 years) also reported that s/he did not think s/he could operate the TACID and that it was too difficult to learn in the time allowed. Since this subject had much experience, s/he probably knew that the TACID PC was capable of performing many more functions than those s/he had been taught. This could explain why s/he did not believe s/he could operate the TACID with the training s/he had been given.

C. Displays and Software

This part of the questionnaire gathered information about the TACID display and software. A summary of the data is provided in Table 4.

Table 2

Subject Responses* to TACID Training and Equipment Complexity Questions

Part II. Training and equipment complexity

Subject No.	1. Insufficient training time?	2. Excessive training time?	3. Understood all words?	4. Adequate training time?	5. Confusing instructions?	6. Easy equipment?	7. Complex equipment?	8. Operational confidence
1.	A(2)*	D(4)	U(3)	D(4)	D(4)	A(2)	U(3)	U(3)
2.	U(3)	D(4)	SA(1)	U(3)	SD(5)	SA(1)	SD(5)	A(2)
3.	SA(1)	--	SA(1)	U(3)	SD(5)	D(4)	D(4)	A(2)
4.	U(3)	D(4)	A(2)	A(2)	D(4)	A(2)	D(4)	A(2)
5.	U(3)	U(3)	SA(1)	U(3)	SD(5)	A(2)	U(3)	A(2)
6.	SD(5)	SD(5)	A(2)	A(2)	SD(5)	SA(1)	SD(5)	A(2)
7.	D(4)	D(4)	A(2)	A(2)	D(4)	A(2)	D(4)	U(3)
8.	A(2)	D(4)	A(2)	D(4)	SD(5)	D(4)	U(3)	U(3)
9.	U(3)	U(3)	A(2)	U(3)	SD(5)	A(2)	D(4)	A(2)
10.	D(4)	D(4)	SA(1)	A(2)	D(4)	A(2)	D(4)	A(2)
11.	SA(1)	SD(5)	SA(1)	SD(5)	D(4)	A(2)	A(2)	D(4)
12.	D(4)	A(2)	SA(1)	D(4)	SD(5)	SA(1)	SD(5)	SA(1)
13.	SA(1)	SD(5)	A(2)	SD(5)	D(4)	A(2)	A(2)	SD(5)
14.	D(4)	U(3)	SA(1)	SA(1)	SD(5)	SA(1)	SD(5)	SA(1)
15.	SA(1)	D(4)	U(3)	D(4)	D(4)	A(2)	D(4)	A(2)
16.	U(3)	U(3)	A(2)	A(2)	D(4)	A(2)	D(4)	A(2)
17.	A(2)	D(4)	A(2)	D(4)	D(4)	A(2)	D(4)	U(3)
18.	A(2)	SD(5)	D(4)	SD(5)	D(4)	A(2)	U(3)	U(3)
19.	SA(1)	SD(5)	D(4)	U(3)	A(2)	A(2)	SA(1)	SD(5)
20.	A(2)	A(2)	D(4)	A(2)	U(3)	SA(1)	U(3)	A(2)
21.	D(4)	A(2)	A(2)	U(3)	SD(5)	SA(1)	D(4)	A(2)
22.	D(4)	D(4)	A(2)	D(4)	D(4)	SA(1)	D(4)	A(2)
23.	D(4)	D(4)	A(2)	SA(1)	SD(5)	SA(1)	SD(5)	SA(1)
24.	D(4)	SA(1)	SA(1)	A(2)	SD(5)	SA(1)	SD(5)	A(2)
25.	A(2)	D(4)	U(3)	D(4)	D(4)	A(2)	A(2)	SD(5)
26.	D(4)	D(4)	SA(1)	SA(1)	D(4)	A(2)	A(2)	SD(5)
27.	D(4)	D(4)	U(3)	U(3)	D(4)	A(2)	D(4)	U(3)
Median	U(3)	D(4)	A(2)	U(3)	D(4)	A(2)	D(4)	A(2)

*SA(1)=Strongly Agree, A(2)=Agree, U(3)=Uncertain, D(4)=Disagree, SD(5)=Strongly Disagree

Table 3

Subject Responses to TACID Training and Equipment Complexity Questions
(by median response rating indicating degree of agreement^a)

Part II. Training and equipment complexity		
Item No.	Description	Median response
3.	Understood all words?	Agree
6.	Easy equipment?	Agree
8.	Operational confidence?	Agree
1.	Insufficient training time?	Uncertain
4.	Adequate training time?	Uncertain
2.	Excessive training time?	Disagree
5.	Confusing instructions?	Disagree
7.	Complex equipment?	Disagree

^aResponse rating indicated degree of agreement as follows: strongly agree, agree, uncertain, disagree, strongly disagree.

Table 4

Subject Responses to TACID Display and Software Questions
(by frequency of "yes" responses)

Part III. TACID display and software				
Item No.	Description	Yes	No	Unknown
2.	Easy to use?	26 (96%)	1 (4%)	0 (0%)
5.	Easy to read?	26 (96%)	1 (4%)	0 (0%)
7.	Easy to operate?	26 (96%)	1 (4%)	0 (0%)
10.	Easy to create/transmit messages?	26 (96%)	0 (0%)	1 (4%)
13.	Easy to receive message and read received message?	25 (93%)	0 (0%)	2 (7%)
6.	TACID help job?	17 (63%)	9 (33%)	1 (4%)
1a.	Problems learning?	6 (22%)	21 (78%)	0 (0%)
1c.	Solve problem?	9 (33%)	3 (11%)	15 (56%)
8.	Problems creating/transmitting msgs?	6 (22%)	21 (78%)	0 (0%)
9.	Change procedure to create/transmit messages?	4 (15%)	22 (81%)	1 (4%)
12.	Change message-receiving procedure?	4 (15%)	22 (81%)	1 (4%)
4.	Change display?	3 (11%)	22 (81%)	2 (7%)
14.	Problems deleting/saving messages?	3 (11%)	22 (81%)	2 (7%)
15.	Change sending/receiving msg procedures?	3 (11%)	22 (81%)	2 (7%)
3.	Problems reading?	2 (7%)	25 (93%)	0 (0%)
11.	Problems looking up messages?	1 (4%)	25 (93%)	1 (4%)

(N)%=Percentage of 27 total responses per question.

Dotted line separates positive and negative comments.

Questions 1 and 2 asked the subjects if they had had any problems learning to operate the TACID and if it was easy to use. The majority of the subjects (21 of 27) reported no problems learning to use the TACID. However, four of the inexperienced computer users reported they needed more time to really learn how to operate the TACID. Also, two subjects reported they had problems with the RECEIVED MESSAGES function key and the edit routine. These problems are discussed in more detail in the video data analysis section of this report. All but one of the subjects thought the TACID was easy to use.

Questions 3 through 6 asked the subjects about the TACID's display. A majority of the subjects (24 of 26) had no problems reading the display and thought it was easy to read (26 of 27). Most of the subjects commented that the display was very clear and very easy to read. One subject reported he had problems initially but after some explanations, his problem had been resolved. Most of the subjects (22 of 27) did not want any changes made in the display. Seventeen of the 27 subjects thought the display would be useful in their jobs, especially for sending and receiving status reports from battalion level headquarters.

The remainder of the questions in this part of the questionnaire asked about the procedures for creating and transmitting messages. In answering these questions, the majority of the subjects reported that the TACID and its procedures for creating and transmitting messages were easy to learn and use. These responses were consistent with their answers to the first two parts of the questionnaire. Specific problems experienced by individual subjects are described in the completed questionnaires in Appendix C.

CONCLUSIONS AND RECOMMENDATIONS

The subjects had no problems reading the LCD display. However, they were reading the display in a laboratory environment. Therefore, it is recommended that further testing of the LCD be conducted during more realistic field, weather, and vehicle conditions.

In most cases, the CCBCS software was consistent with DOD-HDBK-761 (DoD, 1985). However, the following software improvements should be made: (1) the addition of more help screens and prompts, (2) an increase in the blink rate for the cursor, and (3) consistency in the editing procedures and displays. Future tests of the software should include (a) a comparison of performance when text is in all capitals versus text in lower and upper case characters and (b) proportionally spaced text versus evenly spaced text.

The subjects had few problems operating the TACID using the CCBCS software. However, a few consistent problems with the software were identified. These problems can be resolved by (a) revising the edit routine, (b) disabling the function keys' repeat feature, (c) adding a subject heading to the RECEIVED MESSAGES list, and (d) adding more user prompts to the screens. The revised software should then be tested again using representative military operators. Training could be optimized by dividing the test equipment operators into two training groups (i.e., computer experience and no computer experience) and allocating the training resources as appropriate.

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APPENDIX A

CHECKLIST

DIALOGUE AND DISPLAY CHECKLIST

INTERACTIVE DIALOGUES

	Yes	Not Applicable	Not Known*	No*
1. Have the screen layouts been modeled?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are the screens visually consistent, i.e., do all command lines start at the bottom left of the screen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Is appropriate feedback given for each user action?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are actions (task sequences) easy to learn?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are actions (task sequences) arranged rationally or logically?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is it easy to escape from or abort an action or process?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is it easy to recover from mistakes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can the user focus attention on the task rather than on the placement of his hands on various devices?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LABELS

9. Do the directions to the user always precede the list of choices or required actions by the user?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Does each individual data group, message, or frame contain a descriptive title, phrase, word, or similar identifier to designate the content of the group or message?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are labels located adjacent to the data group or message they describe?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is the relationship of the label to the group or message being described clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are the labels highlighted to facilitate user scanning and recognition?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is the method used easily distinguished from that used to highlight or code emergency or critical messages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are the labels constructed so that the user does not think that some action must be done to the label?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are the labels unique among themselves to avoid confusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. Does the label reflect the question being posed to the user when presenting a list of user options?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Where possible, are units of measurement included in the column labels or first row entry?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISPLAY FORMAT DESIGN

	Yes	Not Applicable	Not Known*	No*
19. Are the display formats designed to facilitate information transfer to the user?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are there fixed formats for:				
a. Data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Text?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tables?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Can the user personalize the formats?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GROUPING

22. Are like classes of information grouped to permit the user to associate or compare them?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Are group boundaries clearly indicated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is spacing used to maintain information relationships?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Are the items to be compared character by character one over the other?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Is each item started on a new line when enumerating?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DATA PRESENTATION

27. Are data presented in a usable and readable format? (There should be no need to transpose, compute, or mentally translate into other units.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. If groups of five or more digits of alphanumerics are displayed and no natural organization exists, are the characters grouped in blocks of three to four characters each?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Are groups separated by a minimum of one blank character?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. If the data contain a naturally occurring order, is that order reflected in the organization of the field?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Are identical data displayed in a consistent, standardized manner irrespective of the module or origin?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. If there is a case of double meanings, is the intended meaning specified?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DATA PRESENTATION (continued)

	Yes	Not Applicable	Not Known*	No*
33. Are all the necessary data to support a user activity or sequence of activities grouped together?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Is the use of hyphens minimized?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Is each field labeled?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Is each paragraph of text separated by at least one blank line?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Is displayed text left justified with paragraphs indented?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Are periods placed:				
a. At the end of a sentence?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. After item selection number?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Where necessary for clarification?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Do frequently used commands and subcommands appear in the same place on the screen?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Are alphanumeric series as short as possible?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. When developing alphabetic acronyms, are they pronounceable and do they relate to the objects that they represent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Are documents designed so that when copying data there is a minimum distance between the copier and the source?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Since mixed alphanumeric acronyms are associated with more errors, are numbers and letters separated in the sequence?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TABULAR / GRAPHIC

44. Are tables or graphics interpretable by themselves without referring to the text?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Does each table or graph have a descriptive title?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Are the axes clearly marked?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Is each segment of a pie chart marked?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	Not Applicable	Not Known*	No*
48. Where symbols or codes are used on a table or graph, is a key to their interpretation also provided?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Where there are multiple lines on a graph, are they uniquely identified?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. In tables, is every fifth row and column set off by some distinctive feature like dots between columns?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Are the columns in a table arranged according to relevance or frequency of use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Are graphic symbols standardized?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Are tables or graphics placed as soon as possible after their mention in the text?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. When alphanumeric data are presented in tabular form, are they left justified?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. When numeric data are presented in tabular form, are they right justified by decimal point?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Are lists vertically aligned?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Are lists left justified?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Are subclassifications indented?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Are tabular data displays used to present row-column data that are significant in themselves?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Are graphics used to facilitate scanning or comparing numeric data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Where appropriate, are line drawings used to supplement textual explanations?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Are tabular data displayed in a left-to-right, top-to-bottom array?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROPORTIONAL SPACING

63. Has the proportional spacing been designed so that the reading speed is not adversely affected?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. If text is printed proportionately spaced, does it appear that way on the VDT screen?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIGNIFICANT DIGITS

65. Does the system produce only numbers justified by the computational accuracy of its number-handling procedures and the basic data?

Yes	Not Applicable	Not Known*	No*
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

66. Does the system round the output to the last significant digit?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CURSOR

67. Does the system use a box or block type of cursor with an optional blinking capability?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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68. Does the cursor blink three to five flashes per second?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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69. Is the cursor easy to locate at random positions on the display?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	--------------------------	-------------------------------------

70. Is the cursor easy to track as it is moved through the display?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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71. Is the text free from visual interference by the cursor?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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POSITIONING CURSOR

72. Is the cursor placed at the first character position at the appearance of each frame?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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73. As each input field is completed, does the cursor automatically move to the first character position of the next field?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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74. Are formats organized to minimize cursor movement?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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75. Are predefined home positions for the cursor consistent on displays of a given type?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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76. Does the system automatically place the cursor in the correct position for data entry or change when proportional spacing is used?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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77. Are user cursor movements minimized on form-filling displays?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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78. Does an ENTER action result in entry of all items regardless of the cursor position?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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79. Is the cursor automatically placed at the most likely option on the menu so that only activation or entry without movement of the cursor selects the item?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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FIXED LENGTH ENTRIES

80. Are fixed length data or a collection of characters indicated on the screen by underscores?

Yes	Not Applicable	Not Known*	No*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

81. Are adequate field delineation cues provided, e.g., a broken underscore for required entry?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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USER'S STATUS

82. Is information detailing the user's status—file or model—displayed?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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83. Is the command line placed at the bottom of the screen?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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HISTORICAL FILE

84. Is a "historical" file of user actions available?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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85. Are file names distinctive and descriptive of the contents of the file?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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DISPLAY LEVELS

86. If the system has multiple display levels, does the system:

a. Minimize the number of levels required?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b. Provide priority access to the more critical display levels?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------

c. Provide the user with information about the current position within the sequence of levels?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	--------------------------	-------------------------------------

d. Ensure similarity, wherever possible, between display formats at each level?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e. Supply all data relevant to making an entry on one display frame?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CODING

87. Is coding used to:

a. Differentiate between items of information?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b. Call the user's attention to changes in the state of the system?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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88. Is flash coding used to call the user's attention to mission critical events only?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CODING (continued)

	Yes	Not Applicable	Not Known*	No*
89. Is the flash rate between three and five flashes per second?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
90. Are there equal on and off times?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. Are event acknowledgement or flash suppression controls provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. Do codes conform to population stereotypes, accepted abbreviations, and general user expectations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. Are the codes meaningful rather than arbitrary e.g., "M" for MALE rather than "1"?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. Is location coding used to reduce operator information search time?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. Is symbol coding used to enhance information transfer?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. Are the symbols:				
a. Analogs of the event or system element they represent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Familiar to the users?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. Where size difference between symbols is used:				
a. Is the larger at least 1.5 times the height of the smaller?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is there a maximum of three size levels?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. Is color blindness irrelevant or tested for where color coding is used? Do all necessary terminals have color capacity where color coding is used?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NECESSARY INFORMATION

99. Is the information on the display only that which is necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Are only appropriate options displayed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INFORMATION DENSITY

	Yes	Not Applicable	Not Known*	No*
101. Is the information density held to a minimum on displays used for critical task sequences?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. Is a minimum of one character space left blank vertically above and below critical information?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. Is a minimum of two character spaces left blank horizontally before and after critical information?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. Are certain areas of the display designated for certain types of information?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. Are users able to temporarily or permanently eliminate irrelevant items from the display?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MULTIPLE PAGES AND MOVING DATA

106. Are the users able to see the entire page on which they are working?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. For items or data that cover more than one page:				
a. Are those that are continued on another page numbered relative to the initial page(s)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is there a message indicating the data are on several pages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. Does the system contain a scroll or windowing function?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. If the system does not offer windowing or scrolling, does it offer page scrolling or paging?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. When scrolling, are the present and maximum locations displayed on the viewable portion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MODE OF ENTRY

111. Are frames designed so that the user can use one entry device as long as possible before switching to another?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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TEXT DISPLAY

112. Is running text displayed in both uppercase and lowercase font?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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NEW COMMANDS

113. When a new format, procedure, or command is defined that replaces an old one, is the user compelled to refer to a brief description of the new one whenever the old one is typed?

Yes Not
Applicable Not
Known* No*

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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ENTRY STATUS

114. Is the status of the system displayed to the user?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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115. Does the system immediately signal receipt of an entry?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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116. Does the system periodically e.g., every 30 s, inform the user what the computer is doing while the user is waiting for a response?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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INFORMATION CONTROL

117. Is the information necessary for the user to select, or to enter a specific control action, available on the screen when selection of that control action is available?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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118. Are only the relevant alternatives among the control actions displayed at the time of selection?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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119. Is the current value of any parameter with which the user is interacting displayed?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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120. Do the values displayed mislead the user with regard to:

a. Nomenclature?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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b. Units of measure?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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c. Sequence of task steps?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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d. Time phasing?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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CONTROL INPUT DATA DISPLAY

	Yes	Not Applicable	Not Known*	No*
121. Are the location and presence of control input data entered by the user clearly and appropriately indicated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. If the user is prompted by the system for a parameter with a predefined default, is the default shown?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. Are user interrupts or aborts of processing allowed by the system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
124. Are the users able to leave the system and store their work so that upon reentry at a later date they can resume where they left off?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STORAGE

125. Are the users able to maintain files or libraries of their own subroutines, programs, defaults, and language equivalents?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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MONITORING

126. Where monitoring is a task, does the computer perform the monitoring where this is possible and inform the user when a change has occurred?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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COMBINE COMMANDS

127. Is the user able to combine commands to make a new command?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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BACKUP MEMORY

128. Does the system have a backup memory that stores all data disregarding changes or deletions for 72 h?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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RESPONSE TIMES

129. Is the response time for system activation 2 s or less?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
130. Is the response time from a request to contact another system 5 s or less?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
131. Is the response time for a control activation, like appearance of a printed character after a key is depressed, 0.1 s or less?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
132. Is feedback that an ID card or number has been inserted correctly 0.5 s or less?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESPONSE TIMES (continued)

	Yes	Not Applicable	Not Known*	No*
133. Is feedback that the ID number is correct in length or format 0.5 s or less?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
134. Is a simple request or command implemented in 2 s or less?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
135. Is a complex command either implemented or is feedback sent concerning implementation in 5 s or less?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
136. If processing will take more than 15 s, is an acoustic signal provided when the terminal is ready for the next command?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
137. Is error feedback given within 2.0 s?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
138. Are commands to interrupt automatic processes acknowledged within 2 s?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
139. After requesting to interrupt an automatic process, are users able to execute new commands within 5.0s?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
140. For response times of 0-2 s, is the maximum variability +/- 5%?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
141. For response times of 5 s, is the maximum variability +/- 10%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
142. For response times greater than 5 s, is the maximum variability +/- 15%?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PRINTED OUTPUT

143. Is the user able to obtain a paper copy of the contents of the display?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
144. If the output is printed away from the user, is a print confirmation or denial message displayed?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
145. Is the system designed so that the contents of the screen are not changed as a result of the print operation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONTROL FUNCTIONS

	Yes	Not Applicable	Not Known*	No*
146. Does the system dialogue prompt the user with next steps or alternatives rather than just dead ending?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
147. Is the user able to transfer control of different modes to another user?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
148. Does the interactive system allow a specific time between the last keyboard action and automatic log out?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
149. Is the user provided adequate information for making decisions?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
150. Does the system give the user an indication of:				
a. How much time has been used?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How much money has been spent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How much time is left in the account?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How much money is left in the account?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
151. Are mechanical overlays avoided?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AUDITORY SIGNALS

152. Are auditory signals used to alert and direct the user's attention to the appropriate visual display?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
153. Is the intensity, duration, and source location of the signal compatible with the acoustical environment:				
a. Of the user?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Of other personnel in the signal area?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
154. Is the system designed so that auditory signals used in conjunction with visual displays cannot be falsely sounded for system failure or user response errors?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
155. Can auditory signals be turned off at the discretion of the user?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
156. Are auditory signals easily acknowledged or turned off?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
157. Is the meaning of auditory signals readily apparent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHECKLIST

DIALOGUE AND DISPLAY

ITERATIVE DIALOGUES

2. Are the screens visually consistent, i.e., do all command lines start at bottom left of screen?

When you are reading a RECEIVED MESSAGE the prompt "RECEIVED MSG EDIT TO DELETE MESSAGE" appears at the top of the screen. To make this screen consistent with other TACID screens, the prompt etc. should be moved to the bottom left of the screen. Also, when you are creating or editing a freetext message, the prompts indicating the number of characters for the "to:, subject: and message text:" fields should appear at the bottom. Currently they appear at the top.

3. Is appropriate feedback given for each user action?

Usually, you use the F2 RECV MSG button to read a new RECEIVED MESSAGE. When you are editing a RECEIVED MESSAGE, however, you cannot use the F2 button to read a new message. The reason for this is that you are already in RECEIVED MESSAGES. You must jump out of RECEIVED MESSAGES and then reenter the screen to read your new received message. Therefore a feedback message should appear when you hit F2 RECV MSG. The feedback message might read, "Already in RECV MSG, push F4 to read new recv msg."

LABELS

9. Do the directions to the user always precede the list of choices or required actions by the user?

The "main menu" and "create tactical message" screens contain lists of user selectable options with no instructions for the user. The label "select one" should be added to both of these screens.

The RECEIVED MESSAGES screen also contains no instructions. The label "to view message select number then hit enter" should be added to this screen.

The edit routine also does not contain any instructions. The label, "To edit a line select line number then hit enter. When finished editing that line hit enter again", should be added to this routine.

12. Is the relationship of the label to the group or message being described clearly?

The freetext format screen is labeled "free". I would label it "freetext" to be consistent with its label in the main menu option list. Also next to the title "free" appear the extraneous characters " TO: 2". These characters should be removed.

16. Are the labels unique among themselves to avoid confusion?

The "free" screen for creating a freetext message has the same label as the received freetext screen.

CURSOR

67. Does the system use a box or block type of cursor with an optional blinking capability?

The cursor is a line rather than a box. In this case a line is probably preferable. A box is already being used on the TACID display to indicate a message has been received. Therefore, if a box was also used for the cursor, the cursor would look too much like the RECEIVED MESSAGES indicator.

68. Does the cursor blink three to five flashes per second?

The cursor blinks one time per second. The cursors blink rate should be increased to at least three flashes per second.

69. Is the cursor easy to locate at random positions on the display?

Since the cursor is blinking very slowly, it is difficult to locate. However, if the blink rate is increased, this problem should be resolved.

POSITIONING CURSOR

79. Is the cursor automatically placed at the most likely option on the menu so that only activation or entry without movement of the cursor selects the item?

In the "edit" routine, after you have edited a line, the cursor automatically returns to line 1. Since a user would normally edit lines sequentially, I think the cursor should move to the line below the edited line.

FIXED LENGTH ENTRIES

80. Are fixed length data or a collection of characters indicated on the screen by underscores?

Some of the fixed length fields do not contain underscores. These fields are too long for underscores e.g. 256 characters. If underscores were used in these fields, the screen would be cluttered.

DISPLAY LEVELS

86. If the system has multiple display levels, does the system: c. Provide the user with information about the current position within the sequence of levels?

The user cannot tell s/he is in the RECEIVED MESSAGES menu, when they are editing a RECEIVED MESSAGE. The screen needs to be modified in some way to indicate to the user that s/he is in the RECEIVED MESSAGES window menu.

TEXT DISPLAY

112. Is running text displayed in both uppercase and lowercase font?

The text appears in all capitals. The user would probably find the text more readable if it was changed to both uppercase and lowercase font.

CONTROL FUNCTIONS

146. Does the system dialogue prompt the user with next steps or alternatives rather than just dead ending?

This software contains very few user instructions. Instructions should be added which prompt the user with next steps.

LANGUAGE CONSIDERATIONS CHECKLIST

LANGUAGE

	Yes	Not Applicable	Not Known*	No*
1. Is the language:				
a. Logical?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Consistent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do the commands conform to those in Appendix C?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are the command words consistent--i.e., if "U" means UP, does "D" stand for DOWN?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INDEXES

4. Are on-line indexes provided for:				
a. Commands?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Inquiries?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Data bases, etc.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do the indexes allow operating information to be obtained on-line?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are the labels and messages:				
a. Distinct?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Meaningful?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are the messages free from humor or sarcasm?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the terminology that of the functional user rather than that of the designer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are the commands logically related to the user's conception of what is being done for him?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is the user able to request help at any time for determining what commands are permitted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Is the interactive version of the language as similar as possible to the noninteractive version of the existing language?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Was the language reviewed by a sample from the user population?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is the nomenclature the same for similar or identical functions across all modes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGE CONSIDERATIONS CHECKLIST

MEMORIZATION

	Yes	Not Applicable	Not Known*	No*
14. Is memorization of codes, sequences, etc., minimized?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are the codes designed to aid human memory?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the system make clear to the user not only the context of the message but also what is required?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is there a clear indication of when the computer is waiting for a response or command from the user?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SYMBOLOLOGY

18. Are the symbols standardized:				
a. Within the system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Among systems having similar operations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. If logical operators (like "and", "or", and "not") are used to manipulate files or data, are Venn diagrams, illustrating the meanings of these terms, continuously displayed to reduce errors?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Is the information displayed in plain, concise text?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ABBREVIATIONS

21. If space does not permit plain text, are approved abbreviations, acronyms, or display codes used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. Are abbreviations used for output only when they were given as input?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Are abbreviations used only if they are significantly shorter than the complete word?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is each abbreviation unique?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Are the rules for abbreviations given?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGE CONSIDERATIONS CHECKLIST

STANDARDIZED FIELDS

	Yes	Not Applicable	Not Known*	No*
26. Are standardized fields used for:				
a. The time?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The date?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Telephone numbers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Is the standard displayed when the user is entering this information?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Are the fields identified so that the user can recognize the data category?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DATA LABELS

29. Are numbers used when listing options?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Are alphabetic characters used in prose or text?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Do the numbered menu items start with one?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INDIVIDUALIZED LANGUAGE

32. Is there a system provision allowing individuals to create their own commands by assigning a unique name to a fixed sequence of commands?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. If so, is the system designed so that user changes will not affect other users in any way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. If the user is using a synonym for a system command name, does the system use that same synonym when interacting with the user?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HYPHENATION

35. Is the use of hyphens minimized?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Is automatic carriage return used in composition modes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PUNCTUATION

37. Is unnecessary punctuation avoided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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BLANKS

38. Is the information displayed so that the user does not have to distinguish between single and double blank spaces?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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LANGUAGE CONSIDERATIONS CHECKLIST COMMENTS

INDEXES

10. Is the user able to request help at any time for determining what commands are permitted?

TACID's software currently contains no help screens. These need to be added.

ABBREVIATIONS

21. If space does not permit plain text, are approved abbreviations, acronyms, or display codes used?

"DEL" is used as the abbreviation for "delete". This should be changed to the approved abbreviation "dele".

WORKING IN THE FILE CHECKLIST

GENERAL

	Yes	Not Applicable	Not Known*	No*
1. Are the user's most frequent transactions the easiest to accomplish?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is data entry designed so that it is easily learned?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is data entry designed so that there are consistent steps or structure to the process?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are input actions and memory requirements minimized?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is automatic data editing provided wherever this is possible?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do data protection or security measures present a formidable barrier to those without the authority to access or change data while not hindering authorized users?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are the data that are entered through the keyboard displayed as keyed on the screen?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are there provisions for not showing passwords or other security measures on the screen?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LOGGING IN

9. If users cannot log into the system, are they:				
a. Notified why?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Notified what action to take?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the LOG ON frame appear as soon as the user connects to the system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. After sign-on, is the user able to start productive work immediately?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECURITY CLASSIFICATION

12. Does the display screen indicate the security classification of displayed data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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REDUNDANT KEYING

13. Does the software minimize the requirement for a user to enter information that is already available on the program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is user typing kept to a minimum?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKING IN THE FILE CHECKLIST

EXPLICIT ACTION

	Yes	Not Applicable	Not Known*	No*
15. Do data entry, error correction, selection of menu items, and commands require an explicit user action?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the system require an explicit command before the user can exit the system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is the user able to edit material before entering it into the system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

USER KNOWLEDGE

18. Is the system designed so that the user does not have to be familiar with the internal retrieval and storage mechanisms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. Does the system refer the user to other sources for additional explanatory information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

STANDARD PROCEDURES

20. Are standard procedures provided for accomplishing tasks?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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STANDARD PLACEMENT OF INFORMATION

21. Is guidance information, like options available, presented in the same location on the screen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. Do forms correspond to the screen display and vice versa?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CURRENT LOAD

23. Is the user at LOG ON given specific information concerning response times and periods when response time is optimal?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CRITICAL ACTIONS

24. Does the system ask the user to verify critical actions?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Is the user told what data will be entered?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. When the user signals for LOG OFF, are pending transactions checked to see whether or not this would cause data loss?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKING IN THE FILE CHECKLIST

AUTOMATIC RECORDING

27. Are the users informed concerning the nature and purpose of automated recording of user actions?

Yes	Not Applicable	Not Known*	No*
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OMITTING DATA

28. Can the user indicate that required data have been temporarily omitted?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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29. Is user typing kept to a minimum?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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FIXED FUNCTIONS

30. Are fixed function (dedicated) keys used for:

a. Time-critical inputs?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b. Error-critical inputs?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c. Frequently used control inputs?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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COMMAND STACKING

31. Does the system provide for command stacking?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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DELETE

32. DELETE key:

a. Does it allow for successive deletion of characters?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b. Is it placed next to the letter Q?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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33. Is a separate mechanism provided for deleting the entire last line?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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INSERTIONS

34. When editing, does the user have the option to have the insertion displayed:

a. Where it actually will appear?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b. In a buffer area of the screen?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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35. Can additional steps be inserted without renumbering the old steps?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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WORKING IN THE FILE CHECKLIST

DITTO

	Yes	Not Applicable	Not Known*	No*
36. If many inputs have components that are the same, is a ditto or a default option provided to the user?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Is the user able to change or initiate defaults for his own use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. With columns of data, does the system use the previous line as a default--automatic ditto?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SURPLUS MEANING

39. Are leading zeroes used only if they have meaning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. If the system does not recognize a command entered by the user, does the system:				
a. Indicate nonacceptance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide a list of applicable commands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
41. Are multiple data items enterable without special separators or delimiters?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HIGHLIGHTING

42. Is the item that the user is currently working on highlighted?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Are the highlighting methods used by the system designed so that they:				
a. Do not interfere with the readability of the material?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Are easily recognizable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Are available for both the CRT and the printouts?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Does the user have the option of highlighting a line of data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. If color is used for highlighting, do ALL CRTs have color and can the colors be recognized by color-blind operators?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. If additional coding or highlighting is needed, is it provided?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Is the highlighting used for each function unique?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Are the options selected by the user highlighted?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. To cancel the highlighting, is the same option selected again?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKING IN THE FILE CHECKLIST

SIMULTANEOUS USE

	Yes	Not Applicable	Not Known*	No*
50. Is the system designed so that simultaneous users do not interfere with each other's operation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EDIT TRAIL

51. Is it possible to indicate the history of changes to a text where this is required?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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MESSAGES

52. Are users alerted when messages arrive?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Can users specify what notification is given, depending on the source or type of message?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
54. Does the system provide the format for message generation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Are users informed whether messages have been received?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Are users able to develop standard lists of recipients?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Does message transmission require an explicit action?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Are there convenient procedures for reviewing messages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPLIT SCREENS

59. Are split or dual screens provided for:				
a. Comparing or merging two texts?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Inspecting a given set of typographic and layout commands?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Listing and editing the commands?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FEEDBACK

60. Is feedback provided to indicate the status of system functioning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Does the system acknowledge receipt of a command within one second?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Do feedback responses to correct user input consist of direct changes into those elements displayed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKING IN THE FILE CHECKLIST

	Yes	Not Applicable	Not Known*	No*
63. Is an acknowledgement message used:				
a. Where the command does not affect the display?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Where feedback response time must exceed one second?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. When a displayed message to data is selected by the user as an option or input to the system, is it acknowledged by the system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. When the system is processing command(s), is periodic feedback provided to the operator?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. If a process that has taken more than 15 s is completed by the system, is the user given an auditory and visual indication of this?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. If a process is aborted by the system, is the user prompted by requirements for subsequent user actions?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. If the system rejects a user input, is the user provided with:				
a. The reason?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. The required corrective action?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
69. Does the system allow easy transitions between modes like error correction, information requests, typing text?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Does the system display:				
a. The operating mode?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The name of the file displayed?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Does the system permit correction of individual errors without requiring reentry of correctly answered data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Does the system require verification before processing changes that result in extensive, final and permanent change to data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Does the system require an explicit command for exiting from an activity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKING IN THE FILE CHECKLIST

	Yes	Not Applicable	Not Known*	No*
74. Do sign-on processes require minimum input from the user?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Is the level of prompting controllable by the user?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Does the system prompt for all required parameters?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Are all the options displayed for any one field wherever possible?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Are user options ordered:				
a. By frequency of use?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Alphabetically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. In some other consistent fashion?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ERRORS				
79. Is an easy means of correcting errors provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. Are the users able to stop their control process at any point in the sequence as a result of:				
a. An indicated error?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. User option?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
81. Is the user able to return easily to previous levels in multistep processes to:				
a. Nullify an error?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make a desired change?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. Can the user cancel or reenter already entered commands?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. Is a means provided for correcting or inserting data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. If a command/input has been rejected, is the portion in error highlighted?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. If an error is repeated, does the error message indicate to the user that the error was made again?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
86. Is the user provided with an error message as soon as possible?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORKING IN THE FILE CHECKLIST

	Yes	Not Applicable	Not Known*	No*
87. Do error messages communicate:				
a. Where the error occurred?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The nature of the error?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to recover from the error?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Where to find out how to recover from the error?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. Are all fields in error indicated until they are corrected?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. If a new error is generated in the attempt to correct an error, is the new error presented next?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. Does the system include at least two levels of error messages—one detailed; the other brief?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
91. Are users able to alter a line of input:				
a. During entry?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. After entry?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. If an error is detected in a string of user entries, does the computer process inform the user with an error message before processing the input?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
93. Are error messages:				
a. Understandable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Non-threatening?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. Are user errors minimized by internal software checks?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SYSTEM STATUS

95. Is the user provided a telephone number to call for accurate system information?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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WORKING IN THE FILE CHECKLIST COMMENTS

GENERAL

3. Is data entry designed so that there are consistent steps or structure to the process?

When you are creating a FREE TEXT message for the first time, the software automatically advances line by line. You enter the data for line 1, hit enter, and the software advances to line 2. However, when you are editing a message, the software automatically returns you to line 1 each time. You key in the number of the line you want to edit, hit enter, key in the new data and hit enter again. One of these procedures should be changed so the two procedures are consistent.

USER KNOWLEDGE

18. Is the system designed so that the user does not have to be familiar with the internal retrieval and storage mechanisms?

If you are editing a RECEIVED MESSAGE and you receive a new message, you cannot retrieve the new message by hitting F2 RECV MSG. If the user is familiar with internal retrieval, s/he would understand that this occurs because you are already in the RECEIVED MESSAGES subroutine. To solve this problem, a prompt, "Already in RECEIVED MESSAGES, hit F4" should appear when the user hits F2 while editing a RECEIVED MESSAGE.

19. Does the system refer the user to other sources for additional explanatory information?

No help screens are currently available. Help screens should be added.

STANDARD PLACEMENT OF INFORMATION

21. Is guidance information--like options available--presented in the same location on the screen?

When you are creating or editing a FREE TEXT message, the prompts, indicating the number of characters allotted to each field, appear at the top rather than the bottom of the screen. For consistency, these prompts should be moved to the bottom of the screen.

COMMAND STACKING

31. Does the system provide for command stacking?

Currently the TACID software does not allow this option. This option might be added to future TACID software.

DELETE

32. DELETE key:

b. Is it placed next to the letter Q?

The delete key on the keyboard used with the TACID is not located next to the letter Q. The keyboard is not actually part of the TACID display. A number of different keyboards can be connected to the TACID. Therefore,

if the location of the delete key significantly affected performance, then a new keyboard could be attached to the TACID.

33. Is a separate mechanism provided for deleting the entire last line?

The TACID software allows you to delete individual characters, but it doesn't allow you to delete lines. A delete line function should be added.

SURPLUS MEANING

40. If the system does not recognize a command entered by the user, does the system:

- b. Provide a list of applicable commands?

The TACID software does not provide you with a list of applicable commands. This option should be added.

MESSAGES

53. Can users specify what notification is given, depending on the source or type of message?

This option is currently not available. It might be added to future TACID software.

FEEDBACK

68. If the system rejects a user input, is the user provided with

- a. The reason?

Currently the TACID software provides the user with few error messages or prompts. When the system rejects a user input, the user should be provided with a message telling her/him why the input was rejected.

- b. The corrective action?

Currently the TACID software does not provide the user with any information about how to correct an incorrect input. Messages providing the user with corrective actions should be added to the software.

78. Are user options ordered

- b. Alphabetically?

The options are ordered by frequency of use and similar functions, rather than alphabetically. Alphabetical ordering is not necessary in this situation.

ERRORS

80. Are the users able to stop their control process at any point in the sequence as a result of

- b. User option?

The TACID software does not contain a user option for aborting a previously selected option. A quit option should be added.

85. If an error is repeated, does the error message indicate to the user that the error was made again?

Currently there are no error messages in the TACID software. They need to be added to make the system more effective.

90. Does the system include at least two levels of error messages--one detailed; the other brief?

Currently there are no error messages in the TACID software. They need to be added to make the system more effective.

92. If an error is detected in a string of user entries, does the computer process inform the user with an error message before processing the input?

Currently there are no error messages in the TACID software. They need to be added to make the system more effective.

TRAINING CHECKLIST

	Yes	Not Applicable	Not Known*	No*
1. Has formal training been designed for the system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Was as much as possible of the training on-line?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Was the instructor familiar with the system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has the instructor been selected because of her/his knowledge of the system?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the trainees given an instruction manual to aid in their comprehension of the material?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have behavioral goals, i.e., performance level, been established to ensure that they can be achieved by both the instructor and the trainee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the training include a program specifically designed for the beginner or naive user?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there a brief review for the intermittent user?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is there a program for a user experienced in the use of another system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Does the training program minimize the time before the user begins actually working at the CRT?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the training program incorporate the materials—e.g., manuals and printouts—normally used at the workplace?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the training allow the trainee to practice on a dummy file?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is a brief, nontechnical description of the system available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. Does the training include information on the capabilities and limitations of the system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Are a tour and explanation of the central computer facility given?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are there a name and telephone number of a person to call when the user experiences difficulties with the system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Have required tasks been identified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAINING CHECKLIST

	Yes	Not Applicable	Not Known*	No*
18. Have current skills been assessed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do training goals establish the specific job skills that will be learned?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are trainees evaluated to determine whether training was successful?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. After the person is on the job, is another evaluation done to assess the relevancy of the training to the actual job?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAINING CHECKLIST COMMENTS

TRAINING

9. Is there a program for a user experienced in the use of another system?

The training program was designed for naive users. It would be a good idea to design a training program for more sophisticated users.

13. Is a brief, nontechnical description of the system available?

The training manual did not contain an overview of the system. A few introductory paragraphs describing the system should be added to the training manual.

14. Does the training include information about the capabilities and limitations of the system?

The training manual should contain an overview of the system and the system's capabilities and limitations.

KEYBOARD AND INPUT DEVICES CHECKLIST

KEYBOARD / INPUT DEVICES

	Yes	Not Applicable	Not Known*	No*
1. Does the keyboard follow the proposed standard keyboard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the keyboard contain all 128 ASCII characters?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. For all applications requiring a significant amount of high numeric input, is there a separate numeric keyboard either located to the right of the main keyboard or movable so the user can select the option?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the numeric keypad arranged in the telephone format—i.e., 1, 2, 3 across the top?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Does the terminal have the overall appearance and feel of an electric office typewriter?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the terminal quiet during operation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are all controls both visible and operable without necessitating undue stretching or gross posture changes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are telephones readily available at each terminal work site where the communication to the main computer is done by telephone?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the keyboard detachable from the VDT?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is the keyboard heavy enough to prevent unintentional movement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are the key legends molded to the key top?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are the "F" and "J" keys distinguishable to facilitate correct placement of fingers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. In the event of system or VDT malfunction, is there a visual or auditory warning signal given to the user?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is the layout of the keyboard designed in a manner that minimizes the chance of likely errors? (For instance, is the "delete" key separated from other frequently used keys?)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is a free area of approximately 60 mm (2.4 in.) provided on the front surface of the keyboard as a resting place for the user's hands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

KEYBOARD AND INPUT DEVICES CHECKLIST

	Yes	Not Applicable	Not Known*	No*
16. Are the fixed and variable function keys grouped according to their purpose, i.e., all edit keys together?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are the function keys labelled with standard symbols, the function itself, or the abbreviation of the function?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is the slope of the keyboard between 175 mrad and 524 mrad (10 deg and 30 deg)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is the operating force of the terminal keyboard between 0.25 N and 1.5 N (0.9 oz and 5.3 oz)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. Is the key displacement between 0.8 mm and 8 mm (0.03 in. and 0.32 in.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21. Is the user provided visual feedback of his keyed input?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the keyboard provide kinesthetic feedback in the form of "bottoming out" when the keys are maximally depressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Is the keyboard provided with an interlock system to prevent two keys from being activated simultaneously?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is the keyboard equipped with an N-key rollover feature?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
25. Is an auditory warning signal given when two keys are depressed simultaneously?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
26. Does the key top have a dished profile curvature?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Are the key tops approximately 12.7 mm (0.5 in.) wide?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Is the shape of the key tops approximately square?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Are the labels on the keys explicit to the user?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Are the legends or symbols at least 3 mm (0.12 in.) high?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Do the key surfaces have a matte finish to reduce glare?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Is there a "repeat" provision for characters that might be used in multiples?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Is the center-to-center spacing of the keys between 18 mm and 20 mm (0.71 in.) and 0.79 in.)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KEYBOARD AND INPUT DEVICES CHECKLIST

	Yes	Not Applicable	Not Known*	No*
34. Where the joystick is employed, are the following conditions met:				
a. Is the movement smooth in all directions?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. With no noticeable backlash?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. With no cross-coupling?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. With no need for multiple corrective movements?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Does it allow rapid gross positioning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Precise fine positioning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Are recessed mounting or pencil attachments used to provide greater precision control?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Is the refresh rate of the screen sufficiently high to give the appearance of a continuous track?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Is the delay between control movement and corresponding display response a maximum of 0.1 sec.?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Is the length of the joystick between 75 mm and 150 mm (3 in. and 6 in.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Is the diameter of the joystick between 6.5 mm and 17 mm (0.25 in. and 0.68 in.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Is the resistance of the joystick between 3.3 N and 8.9 N (12 oz and 32 oz)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Is the maximum displacement of the joystick $\pi/4$ rad (45 deg)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Is the display clearance to stick clearance between 0 and 400mm (0 and 15.75 in.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Does the clearance around the stick allow maximum stick excursion plus 100 mm (4 in.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Is the joystick located where it will not interfere with the operation of the keypad?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. If the arrow keys are used for cursor control, do they allow movement by discrete steps and continuous movement with continued depression of a particular key?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KEYBOARD AND INPUT DEVICES CHECKLIST

	Yes	Not Applicable	Not Known*	No*
36. The following questions apply to the use of the light pen as an input device:				
a. Does the light pen have an actuating mechanism?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is there feedback concerning exact location of light pen placement on the screen, e.g., an illuminated circle?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is the user given feedback that the light pen has actuated and that the input has been received by the system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. If the light pen is being used as a two-axis controller, does the movement on the VDT surface result in a smooth movement of the follower?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is the refresh rate of the follower sufficiently high to insure the appearance of a continuous track?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Is the light pen between 120 mm and 180 mm (4.7 in. and 7.1 in.) long?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Is the diameter of the light pen between 8 mm and 20 mm (0.3 in. and 0.8 in.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Is there a clip located conveniently on the lower right side of the VDT to hold the light pen when not in use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The following questions apply when the mouse is used as a data input device:				
a. Does the design of the controller and placement of the maneuvering surface allow the operator to consistently orient the mouse to within 175 mrad (10 deg) of the correct orientation without visual reference to the mouse?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is the mouse easily movable in any direction without a change in hand grasp?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Does movement of the mouse result in movement of the follower in the same direction +/- 175 mrad (10 deg)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is an indicator provided to bring the follower back onto the display after it has been driven off the edge?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is the mouse approximately rectangular with no sharp edges?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KEYBOARD AND INPUT DEVICES CHECKLIST

f. Do the dimensions of the mouse conform to the following limits:

Yes Not
Applicable Not
Known* No*

	Min	Max
(1) Width	40 mm (1.6 in.)	70 mm (2.8 in.)
(2) Length	70 mm (2.8 in.)	120 mm (4.7 in.)
(3) Thickness	25 mm (1.0 in.)	40 mm (1.6 in.)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. The following questions apply when a ball controller (trackball) is being used as an input device:

a. If the follower is driven off the display, are there indicators to advise the user how to bring the follower back onto the display?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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b. Is the ball control capable of rotation in any direction?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c. Do the control ratios meet the dual requirement of:

(1) Rapid gross positioning, and

(2) Precise fine positioning?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Do the physical characteristics conform to the following criteria:

(1) Diameter: 50 mm (2 in.)-minimum
150 mm (6 in.)-maximum
100 mm (4 in.)-preferred

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2) Surface exposure: 1745 mrad (100 deg)-minimum
2445 mrad (140 deg)-maximum
2095 mrad (120 deg)-preferred

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) Precision required: 1.0 N (3.6 oz)-maximum
0.3 N (1.1 oz)-preferred

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(4) Vibration or acceleration condition:

1.7 N (6 oz)-minimum

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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(5) Display clearance to ball clearance:

320 mm (12.63 in.)-maximum

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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(6) Around ball: 50 mm (2 in.)-minimum

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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(7) Ball to shelf front: 120 mm (4.75 in.)-minimum

250 mm (9.75 in.)-maximum?

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KEYBOARD AND INPUT DEVICES CHECKLIST

Yes Not
Applicable Not
Known* No*

39. The following questions pertain to the use of grid and stylus devices:

a. Will placement of the stylus at any point on the grid cause the follower to appear at the corresponding coordinates?

☐ ☒ ☐ ☐

b. Will the follower then remain in steady position if the stylus is not moved?

☐ ☒ ☐ ☐

c. Is the refresh rate for the follower sufficiently high to ensure the appearance of a continuous track?

☐ ☒ ☐ ☐

d. Do grids that are displaced from the display approximate the display size?

☐ ☒ ☐ ☐

e. Are the displaced grids mounted below the display in an orientation to preserve directional relationships to the maximum extent?

☐ ☒ ☐ ☐

40. The following questions pertain to the use of the touch-sensitive displays:

a. Are the touch areas indicated?

☐ ☒ ☐ ☐

b. Are the touch areas large enough so that each is easily activated without also activating adjacent areas?

☐ ☒ ☐ ☐

KEYBOARD/INPUT DEVICES CHECKLIST COMMENTS

KEYBOARD/INPUT DEVICES

4. Is the numeric keypad arranged in the telephone format, i.e., 1, 2, 3 across the top?

The keypad has the numbers 1, 2, 3 across the bottom.

15. Is a free area of approximately 60 mm (2.4 in.) provided on the front surface of the keyboard as a resting place for the user's hands?

The keyboard has approximately 0.5 inch of clear space. The slope of the keyboard allows the user's hands to rest beyond the keyboard on the desk surface.

25. Is an auditory warning signal given when two keys are depressed simultaneously?

No signal is given. Both keys print--one after the other.

SCREENS AND PRINTERS CHECKLIST

LEGIBILITY

	Yes	Not Applicable	Not Known*	No*
1. Is the luminance level for the characters on the VDT adjustable in a range including 170 candela meter ² (cd.m ²) (50fL) or fixed at 170 cd m ² (50 fL)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are the luminance ranges of surfaces immediately adjacent to the display between 10% and 100% of screen background luminance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are all light sources except emergency indicators less bright than the display characters?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the contrast between the characters on the display and the background of the display 90%?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the display have bright characters on a dark background?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can the user reverse to dark characters on a bright background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CHARACTER GENERATION

7. Are the characters on the display generated by dot matrix at least 5 x 7 ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. If a font is used, are the characters based on the Lincoln/Mitre (L/M) font?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the display have both uppercase and lowercase letters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Does the letter A have a clearly delineated space above the horizontal stroke?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the letter B have approximately equal loops at the top and bottom?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are the letters C, G, and O sufficiently differentiated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are the horizontal strokes of the letter E equally separated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is the center section of the letters M and W sufficiently long?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the letter P have a loop halfway down the line?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCREENS AND PRINTERS CHECKLIST

	Yes	Not Applicable	Not Known*	No*
16. Are the letter S and the number 5 sufficiently differentiated from each other?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is the letter O recognizably different from the number 0?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are the letters U and V easily discriminated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are the letters Y and T easily discriminated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are the numbers 6 and 9 easily recognizable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Is the character spacing between individual characters at least two pixels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. Is the spacing between words proportional to character spacing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Is the interline spacing on the display between 100% to 150% of the character height so the ascenders (superscripts) and descenders (subscripts) do not intrude into the characters above or below the line?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is there sufficient space so that adjacent ascenders and descenders do not overlap or intersect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. Is the display screen free from flicker?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Are all areas of the display surface legible at least 525 mrad (30 deg) from the normal viewing angle?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Is the screen angle nearly perpendicular to the viewer's line of sight but placed so that reflection from overhead lighting is avoided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Is the viewing angle adjustable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Is the size of the display at least 305 mm (12 in.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30. Is the size of the usable display areas—area of surface where information and data are displayed—smaller than the outer perimeter of the VDT?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Is the display capacity for text input and editing VDTs 25 to 30 lines of text in a single column format with at least 132 characters per line?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCREENS AND PRINTERS CHECKLIST

	Yes	Not Applicable	Not Known*	No*
PRINTER				
32. Does the printer conform to the guidelines already noted for CRT legibility, e.g., character size and character spacing?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. If the user is interacting with the computer through the printer, does it print at least 400 words per minute?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Is the printer delay less than 1 to 2 s for acknowledging a command if the user is interacting with the computer through the terminal?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Is the printer noise level below 75 dB?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. If no, is the printer in an inclosed area separated from personnel?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Is a paper advance control provided?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Is a paper take-up device provided?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Is a cutting edge provided?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Is there an indication of the remaining paper supply?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Do instructions for reloading paper, replacing ribbon, refilling ink, etc., appear on the instruction plate attached to the printer?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Is reloading paper or replacing ribbons accomplished without disassembly or using special tools?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Are storage facilities provided for supplies such as ribbons, spare paper, and ink?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Is a paper retainer provided to reduce paper vibration?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Are guides provided that facilitate accurate positioning of paper?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Does the printer accept letter size, legal size, computer paper, and all the forms that will be used?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Are printing or typing sets, e.g., ball and daisy wheel, easily replaceable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Are there printing malfunction alarms?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCREENS AND PRINTERS CHECKLIST

	Yes	Not Applicable	Not Known*	No*
OUTPUT PAPER CONTENT				
48. Is the information contained on the computer output easy to understand and concise?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Is the title of the output clear and distinctive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Is all the information the user needs on the printout?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Has all unnecessary or extraneous information been removed?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Is the information organized in the order in which the user will access it?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Does the computer perform subtotals, add columns, sort data, and other tasks in which it is more efficient than humans?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Are adequate spaces left between fields so that they are easily differentiated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUTPUT PAPER QUALITY				
55. Is the output paper a matte-type finish to reduce smudging and glare?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Does the hard copy have black characters on a white background?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Is the print legible on all copies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Are hard copy records available on demand by the user?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Are the hard copy records in the desired form?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Is the hard copy paper bound or stapled for storage?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Does the production of hard copy delay or otherwise change the operation of the overall system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCREENS AND PRINTERS CHECKLIST COMMENTS

LEGIBILITY

6. Can the user reverse to dark characters on a bright background?

Although the programmer can reverse the screen to dark characters on a bright background, the user cannot.

CHARACTER GENERATION

7. Are the characters on the display generated by dot matrix at least 5 x 7?

Proportional spacing was used for the letters. Therefore, some of the letters are 5 x 7, e.g., M, but other letters are narrower, e.g., I.

9. Does the display have both upper case and lower case letters?

Only upper case letters are used on the display. The material might be more readable if both types of letters were used.

21. Is the character spacing between individual characters at least two pixels?

The characters appear to be separated by only one pixel.

24. Is there sufficient space so that adjacent ascenders and descenders do not overlap or intersect?

The majority of lines displayed on the TACID screen have sufficient space. However, several of the prompts which appear at the bottom of the screen overlap. More spacing between lines should be allotted to these prompts.

29. Is the size of the display at least 305 mm (12 in.)?

The display is approximately 6 in. This display is the largest color LCD type display currently available.

APPENDIX B
TRAINING BOOKLET

1

MAIN MENU SCREEN

MSG= 00 MON= 00 F-MSN= 01 DTG= 04/31/90 16:05:37 CH1 MSG

MAIN MENU

- 1] TACTICAL MESSAGES
- 2] LOGISTICAL MESSAGES
- 3] FIRE SUPPORT MESSAGES
- 4] ACTIVE FIRE MISSIONS
- 5] COMPANY STATUS
- 6] UNIT LOCATIONS
- 7] SET-UP

2

MAIN MENU SCREEN

MSG=00 MON=00 F-MSN=01 DTG= 04/31/90 16:05:37 CH1 MSG

THE NUMBER
OF
MESSAGES
(MSG)
YOU HAVE
RECEIVED

THE NUMBER
OF
MESSAGES
(MON)
YOU HAVE
MONITORED

THE NUMBER
OF
MISSIONS
(F-MSN)

THE DATE - TIME GROUP
(IN GREENWICH MEAN TIME)

3

MAIN MENU SCREEN

MSG=00 MON=00 F-MSN=01 DTG= 04/31/90 16:05:37



WHEN YOU RECEIVE A MESSAGE
THESE BLOCKS WILL FLASH RED
AND YOU WILL HEAR A BEEPING
NOISE.

(THESE BLOCKS APPEAR AT THE
TOP OF EVERY SCREEN)

4

CREATE A TACTICAL MESSAGE SCREEN

MSG= 00 MON= 00 F-MSN= 01 DTG= 04/31/90 16:05:37 CH1 MSG

MAIN MENU

- 1] TACTICAL MESSAGES
- 2] LOGISTICAL MESSAGES
- 3] FIRE SUPPORT MESSAGES
- 4] ACTIVE FIRE MISSIONS
- 5] COMPANY STATUS
- 6] UNIT LOCATIONS
- 7] SET-UP

SELECT

PRESS **1**
ON KEYBOARD

1 2 3 4 5 6 7 8 9 0

THEN
PRESS

ENTER

ENTER

5

CREATE A TACTICAL MESSAGE SCREEN

MSG= 00 MON= 00 F-MSN= 01 DTG= 04/31/90 16:05:37 CH1 MSG

CREATE TACTICAL MESSAGE

- 1) FREETEXT
- 2) SITREP
- 3) SPOTREP
- 4) NBC_1

SELECT

PRESS **1**
ON KEYBOARD

THEN
PRESS

ENTER

ENTER

6

ENTER A DESTINATION ADDRESS FOR THE MESSAGE

FREE TO: 2

TO: / F /

SUBJECT: / (20 CHARACTERS MAX) /

MESSAGE TEXT: / (256 CHARACTERS MAX)

ENTER DESTINATION ID

F - BNFSE

D - BDE FSE

PRESS **F**
ON KEYBOARD

THEN
PRESS

ENTER

ENTER

7

ENTER SUBJECT TITLE OF THE MESSAGE

USE KEYBOARD
CHARACTERS.

EXAMPLE:
"TEST MESSAGE"

IF NECESSARY,
CORRECT ERRORS
USING BACKSPACE
KEY.

FREE TO: 2
TO: / F /
SUBJECT: / (20 CHARACTERS MAX) /
MESSAGE TEXT: /

THEN
PRESS

ENTER

ENTER

8

ENTER MESSAGE ("FREE TEXT")

USE KEYBOARD
CHARACTERS.

EXAMPLE:
"THIS IS A FREETEXT
MESSAGE."

FREE TO: 2
TO: / F /
SUBJECT: / TEST MESSAGE /
MESSAGE TEXT: / THIS IS A FREETEXT MESSAGE.

ENTER FREETEXT MESSAGE
UP TO 256 CHARACTERS

THEN
PRESS

ENTER

ENTER

9

TRANSMIT MESSAGE

FREE TO: 2

TO: / F /

SUBJECT: / TEST MESSAGE /

MESSAGE TEXT: / THIS IS A FREETEXT MESSAGE.

ENTER FREETEXT MESSAGE

UP TO 256 CHARACTERS

PRESS F1

XMIT

F1

RCV
MSG

F2

PREV
MENU

F4

F5

PAGE
UP

F6

PAGE
DOWN

F7

F8

EXIT
PGM

F9

F10

10

RECEIVING MESSAGES

(CONTINUED ON NEXT PAGE)

10

RECEIVING MESSAGES:

MSG=01 MON=00 F-MSN=01 DTG= 04/31/90 16:05:37

CH1

MSG

THE NUMBER
OF
MESSAGES
(MSG)
YOU HAVE
RECEIVED

WHEN YOU RECEIVE A MESSAGE
THESE BLOCKS WILL FLASH RED
AND YOU WILL HEAR A BEEPING
NOISE.

(THESE BLOCKS APPEAR AT THE
TOP OF EVERY SCREEN)

11

GO FROM MAIN MENU TO RECEIVED MESSAGES:

MSG= 00 MON= 00 F-MSN= 01 DTG= 04/31/90 16:05:37 CH1 MSG

MAIN MENU

- 1] TACTICAL MESSAGES
- 2] LOGISTICAL MESSAGES
- 3] FIRE SUPPORT MESSAGES
- 4] ACTIVE FIRE MISSIONS
- 5] COMPANY STATUS
- 6] UNIT LOCATIONS
- 7] SET-UP

XMIT

RCV
MSG

PREV
MENU

PAGE
UP

PAGE
DOWN

EXIT
PGM

F1

F2

F3

F4

F5

F6

F7

F8

F9

F10

PRESS F2

12

RECEIVED MESSAGES SCREEN (example)

MSG=01 MON=00 F-MSN=01 DTG= 04/31/90 16:05:37 ☐ CH1 ☐ MSG

RECEIVED MESSAGES:

	STATUS	/FROM	/TYPE	/TIME
1*	* N	/BNCD	/FREE	/10:17
2*	* S	/BCNX	/XXX	/10:14
3*	* S	/BNCD	/FREE	/10:12

13

TO READ RECEIVED MESSAGE:

MSG= 00 MON= 00 F-MSN= 01 DTG= 04/31/90 16:05:37 CH1 MSG

RECEIVED MESSAGES:

	STATUS	/FROM	/TYPE	/TIME
1*	<input type="checkbox"/> * N	/BNCD	/FREE	/10:17
2*	* S	/BCNX	/XXX	/10:14
3*	* S	/BNCD	/FREE	/10:12

SELECT

PRESS ☐ 1 ON KEYBOARD

THEN PRESS

ENTER

ENTER

14

RECEIVED MESSAGE (example):

FREE 0 TO: 2

TO: / F /

SUBJECT: / TEST MESSAGE /

MESSAGE TEXT: / THIS IS A FREETEXT MESSAGE.

**MESSAGE IS AUTOMATICALLY SAVED
UNLESS USER DELETES MESSAGE**

15

TO DELETE MESSAGE:

FREE TO: 2

TO: / F /

SUBJECT: / TEST MESSAGE /

MESSAGE TEXT: / THIS IS A FREETEXT MESSAGE.

PRESS

DEL

DEL

16

TO SAVE AN INCOMPLETED MESSAGE:

FREE TO: 2
TO: / F /

SUBJECT: / TEST MESSAGE (INCOMPLETED) /

MESSAGE TEXT: / THIS IS A FREETEXT MESSA . .

/

**IF YOU RECEIVE
A NEW MESSAGE
WHILE YOU ARE CREATING
ANOTHER MESSAGE
THEN SAVE
YOUR PARTIALLY
COMPLETED MESSAGE.**

**SAVE BY
PRESSING**  

17

TO READ A NEW MESSAGE JUST RECEIVED:

FREE TO: 2
TO: / F /

SUBJECT: / TEST MESSAGE (INCOMPLETED) /

MESSAGE TEXT: / THIS IS A FREETEXT MESSA . .

/

PRESS F2

XMIT	RECV MSG	PREV MENU	PAGE UP	PAGE DOWN	EXIT PGM				
F1	F2	F3	F4	F5	F6	F7	F8	F9	F10

18

CHECK ID NO. OF NEWLY RECEIVED MESSAGE

MSG=01 MON=00 F-MSN=01 DTG= 04/31/90 16:05:37 ☐ CH1 ☐ MSG

RECEIVED MESSAGES:

	STATUS	/FROM	/TYPE	/TIME
1*	* N	/BNCD	/FREE	/10:23
2*	* S	/BCNX	/XXXX	/10:17
3*	* S	/BNCD	/FREE	/10:14

19

TO READ NEWLY RECEIVED MESSAGE:

MSG= 00 MON= 00 F-MSN= 01 DTG= 04/31/90 16:05:37 CH1 MSG

RECEIVED MESSAGES:

	STATUS	/FROM	/TYPE	/TIME
1*	* N	/BNCD	/FREE	/10:23
2*	* S	/BCNX	/XXXX	/10:17
3*	* S	/BNCD	/FREE	/10:14

SELECT

PRESS **ON KEYBOARD**

THEN
PRESS

20

READ THE NEWLY RECEIVED MESSAGE (example):

FREE TO: 2
TO: / F /

SUBJECT: / NEWLY RECEIVED MESSAGE /

MESSAGE TEXT: / THIS IS A NEW FREETEXT MESSAGE.

/

21

TO RETURN TO THE INCOMPLETED MESSAGE YOU WERE CREATING:

FREE TO: 2
TO: / F /

SUBJECT: / NEWLY RECEIVED MESSAGE /

MESSAGE TEXT: / THIS IS A NEW FREETEXT MESSAGE.

/

PRESS "F4" BUTTON TWICE



XMIT	RCV MSG		PREV MENU		PAGE UP	PAGE DOWN		EXIT PGM	
F1	F2	F3	F4	F5	F6	F7	F8	F9	F10

22

TO FINISH AN INCOMPLETED MESSAGE (example):

PRESS THE
ID NUMBER
OF THE ITEM
YOU WISH
TO UPDATE.

FREE TO: 2

1 TO: / F /

2 SUBJECT: / TEST MESSAGE (INCOMPLETED) /

3 MESSAGE TEXT: / THIS IS A FREETEXT MESSA . .

PRESS **3**
ON KEYBOARD

1 2 3 4 5 6 7 8 9 0

THEN
PRESS

ENTER

ENTER

23

RE-ENTER THE DATA FOR THE INCOMPLETE ITEM:

TYPE IN ALL
THE DATA
FOR THE ITEM
AGAIN.

FREE TO: 2

1 TO: / F /

2 SUBJECT: / TEST MESSAGE (COMPLETED) /

3 MESSAGE TEXT: / THIS IS A COMPLETE FREETEXT MESSAGE.

THEN
PRESS

ENTER

ENTER

24

TRANSMIT THE FINALLY COMPLETED MESSAGE:

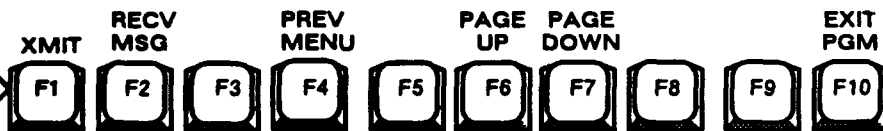
FREE TO: 2

TO: / F /

SUBJECT: / TEST MESSAGE (COMPLETED) /

MESSAGE TEXT: / THIS IS A COMPLETED FREETEXT MESSAGE.

PRESS F1



25

TO RETURN TO MAIN MENU:

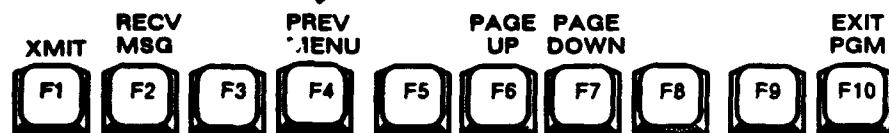
FREE TO: 2

TO: / F /

SUBJECT: / TEST MESSAGE /

MESSAGE TEXT: / THIS IS A FREETEXT MESSAGE.

PRESS F4



APPENDIX C
TEXT MESSAGES AND QUESTIONNAIRES

TACID TRAINING/TEST MESSAGES

SUBJECT	QUESTIONS
1. Elevation	What is your max elevation?
2. Checkfire	What is nature of checkfire?
3. Ammo Count	Report ammo count.
4. Powder Temperature	What is the current powder temperature?
5. BC	Is the BC on your gun?
6. HE	How many HE do you have left?
7. Safety Limit	Report right and left safety limit.
8. Chow	Has everybody on your gun had chow?
9. Fire Mission	Did you fire that mission?
10. Fire Mission	Btry Adjust #3 1 round DF 3217 QE 388. Report when safe and ready
11. Ammo Count	Report ammo count.
12. Powder Temp	Report powder temp.
13. PD Fuzes	How many PD fuzes do you have left?
14. Powder Lot Number	What is the lot number of the powder you have?
15. Fire Mission	Did you fire that mission?
16. Weight HE Rounds	What square weight are the HE rounds on your gun?
17. Azimuth	Report azimuth of lay.
18. FFE	Number of rounds fired in fire for effect?
19. Quadrant	Say again to Quadrant fired.
20. Site to Crest	Report site to crest.

TACID OPERATOR'S QUESTIONNAIRE

NAME(Optional) _____ RANK _____
UNIT _____ MOS _____
NUMBER OF MONTHS IN MOS _____ DATE _____

Circle the highest grade you completed in school.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 OVER 16

The purpose of this questionnaire is to gather information about your operator's training on the TACID, your operation of the TACID display, and your experience with the TACID software.

PART I

The following data will be used for statistical purposes only. Please answer each question as accurately as possible.

1. a. Have you ever used a computer before?

Yes _____ No _____

b. If yes, what type? _____

c. How long? Years _____ Months _____

2. a. Have you had some experience using a typewriter before you came here for the test?

Yes _____ No _____

b. If yes, over how long a period of time? Years _____ Months _____

c. How many words per minute ? _____

PART II

This part of the questionnaire gathers information on your TACID operator's training.

Place an X in the column which best describes your opinion.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. There was too little time allowed for the instruction.	_____	_____	_____	_____	_____
2. There was too much time allowed for the instruction.	_____	_____	_____	_____	_____
3. I understood all of the words used in the training.	_____	_____	_____	_____	_____
4. The time allowed for training was just about right.	_____	_____	_____	_____	_____
5. The instructions given by the instructors were confusing.	_____	_____	_____	_____	_____
6. The equipment is easy to operate.	_____	_____	_____	_____	_____
7. The equipment is too complex to learn in the time allowed.	_____	_____	_____	_____	_____
8. With the instructions I have received, I can now operate the TACID.	_____	_____	_____	_____	_____

PART III

This part of the questionnaire gathers information about the TACID display and its software.

1. a. Did you have any problems learning how to operate the TACID?

Yes____ No____

b. If yes, what problems did you have?

c. Did you solve the problem?

Yes____ No____

2. Do you think the TACID was easy to use?

Yes____ No____

Comments:_____

3. Did you have any problems reading the TACID display?

Yes____ No____ Comments:_____

4. Are there any changes you would like to see made to the display?

Yes____ No____ Comments:_____

8. Did you have any problems creating and transmitting messages?

Yes _____ **No** _____ **Comments:** _____

9. Are there any changes you would make to the procedure for creating and transmitting messages?

Yes No Comments:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

10. Did you think it was easy to create and transmit a message?

Yes No Comments:

11. Did you have any problems looking up the messages you received?

Yes _____ No _____ Comments: _____

12. Are there any changes you would make to the procedure for receiving messages?

Yes _____ No _____ Comments: _____

13. Did you think it was easy to receive a message and read the received message?

Yes _____ No _____ Comments: _____

14. Did you have any problems deleting or saving messages?

Yes _____ No _____ Comments: _____

15. Are there any changes to sending and receiving messages you want to suggest?

Yes _____ No _____ Comments: _____

16. Space is provided below for any additional comments you would like to make.
